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This guide is a collection of abstracts--most of them selected from English Curriculum Study and Demonstration Centers of the USOE English Program (Project English). It is intended to ease the announcement and distribution problems of the Centers by directing readers to the materials available from commercial or university publishers and from the ERIC Document Reproduction Service. Arranged by Center and indexed by subject, the abstracts represent curriculum guides, research reports, textbooks, and other products for kindergarten through grade 12. Some of the materials are directed toward specific grade levels and are concerned with teaching English as a second language, teaching the disadvantaged, and English teacher preparation. Complete ordering information is provided for all materials. (HB)

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A GUIDE TO AVAILABLE
PROJECT ENGLISH MATERIALS

Edited by

Donna Butler
Bernard O'Donnell

October 1968

The NCTE/ERIC Clearinghouse on the Teaching of English is an Information Service of the National Council of Teachers of English in cooperation with the Educational Resources Information Center of the U. S. Office of Education

Knowledge is of two kinds: we know a subject ourselves,
or we know where we can find information upon it.

-- Samuel Johnson

The Educational Resources Information Center (ERIC) of the U. S. Office of Education exists both for those people who have information and for those who want to find it. Its basic objective is to provide information on significant current documents (reports, articles, monographs, speeches, books, etc.) and to make them readily available through the ERIC Document Reproduction Service (EDRS). The basic source of information about all current accessions into the ERIC system is RESEARCH IN EDUCATION (RIE), a monthly catalogue which presents bibliographical information, abstracts, and prices. It also announces documents which are available through normal publication channels. (RIE may be obtained from the U. S. Government Printing Office, Washington, D. C. 20402.) In addition, NCTE/ERIC will emphasize the production of selective bibliographies and state-of-the-art reports, the publication of abstracts in special fields of interest, and the provision of similar services which assess rather than merely list current resources for the teaching of English.

The ERIC Clearinghouse on the Teaching of English, one of 19 clearinghouses authorized to date, abstracts and indexes research reports and other documents relevant to all aspects of the teaching of English from kindergarten through grade 12, the preparation of teachers of English for the schools, and the preparation of specialists in English education and the teaching of English.

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This collection of abstracts was prepared pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

HOW TO OBTAIN PROJECT ENGLISH MATERIALS

The principal objective of the NCTE/ERIC Clearinghouse, in dealing with materials produced by the Project English centers, has been to make known the sources from which these materials may be obtained and to provide access to documents which were previously inaccessible. Most of the materials may now be purchased either from the ERIC Document Reproduction Service (EDRS) or from commercial or university presses. This Guide brings together into one volume the abstracts and ordering information for all the materials which are currently available or will soon be available from whatever source. The abstracts appear in the U. S. Office of Education abstract journal, Research in Education (RIE). In using the Guide, it is important to remember that not all the documents whose abstracts appear in it can be ordered from EDRS. Whenever possible, materials which were not available from any other source have been made available through EDRS in both hard copy and microfiche. But because some of the materials from Project English centers are copyrighted or contain copyrighted matter, they are available from EDRS in microfiche only or are cited as "Not Available from EDRS."

Information on the Project English materials which are now being distributed by the National Council of Teachers of English is also included in this guide. The appendix, "Materials Available from the National Council of Teachers of English," lists price and order number for each document and the abstract number assigned to it in the Guide. It should be noted, however, that three of the documents listed in this appendix are available only from NCTE and do not appear in the abstract section of the Guide. They may be identified by the fact that they have not been given abstract numbers.

In most cases all necessary ordering information is included as part of the abstract for each document. A document available through ERIC has EDRS prices included in the bibliographic citation at the head of the abstract; a document available from a source other than EDRS has ordering information given at the end of the abstract. Abbreviations in the bibliographic citations for each document are MF for microfiche, HC for hard copy. Thus "EDRS price MF-$0.50 HC-$4.00" means that the document can be purchased on microfiche (microfilm images mounted in a 4" x 6" card) for 50¢ or in a photographically reproduced paper booklet for $4.00. When ordering from EDRS please follow these directions:

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(Document numbers prefaced by the letters "TE" are not yet available)

At the time of this writing, ED numbers necessary for ordering were not available for all ERIC documents. If possible, the issue of *RIE* in which the document was to appear has been indicated. (TE and ED numbers are cross-referenced in the back of every issue of *RIE*.) Persons not having access to *RIE*, however, should feel free to write to the Clearinghouse to obtain ED numbers or any other information which could not be included in this book. Address inquiries to NCTE/ERIC, 508 South Sixth Street, Champaign, Illinois 61820.

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INTRODUCTION

The name "Project English," though familiar to some degree to thousands of English teachers who have attended NDEA summer institutes and to thousands more who have read articles in the past few years in the professional journals of NCTE, MLA, and IRA, has continued to be shrouded with a veil of mystery for the great majority of us. New teachers might even ask, "Project English? What's that?" Just enough articles have been written to intermittently pique our professional curiosity, and this curiosity has not been satisfied.

Project English, currently known as the English Program of the U. S. Office of Education, was founded in September 1961 and authorized limited expenditure of funds by Congress under Public Law 531. J. N. Hook, the first Coordinator of Project English, described the program ("Project English: The First Year," PMLA, LXXVII, September 1963, Part 2, 33-36) as one formed to serve all academic levels, to serve teachers of varying competency, to serve students with low, average, and high ability. Since 1961 approximately twenty Curriculum Study and Demonstration Centers have been funded--many of which have developed study units and curriculum designs which are both sound and innovative.

The problem of making these curriculum units available to the profession and the public is one that has beset the Curriculum Centers since their first products were completed. Project Directors have made vigorous--and often successful--attempts to interest commercial publishers or university presses in their wares to effect widespread distribution. Also, a considerable number of the study units and curriculum designs were made available to hundreds of NDEA Institute participants through the English Institute Materials Center, sponsored by MLA and NCTE. However, the great majority of classroom English teachers have not been able to obtain these materials. Some items will not be released by publishers for several months, even years; some items will not be published at all; some items already have been published, but they are buried in constantly expanding publishers' catalogues.

In order to ease these distribution and publicity problems, the NCTE/ERIC Clearinghouse on the Teaching of English with the endorsement of its Advisory Board and the U. S. Office of Education has completed this booklet describing in abstract form the materials which were produced by the Centers. Moreover, over the past several months, the Clearinghouse has been gathering the documents themselves and processing them for inclusion in the ERIC system. All materials which have been completed by the Project English Curriculum Study and Demonstration Centers at this writing are available from the ERIC Document Reproduction Service (EDRS) or from commercial or scholarly presses. We hope that this service of ERIC to the profession will stimulate the widespread use of the Project English materials.

Bernard O'Donnell
Director

GENERAL ESSAYS AND STUDIES

1. ED 013 831
Barry, James D., ed. The Future of the English Curriculum. 1967.
EDRS Price: MF-$0.25 HC-$1.84. 44pp.

A selection of papers delivered on January 28-31, 1967, at Loyola University's NDEA Institute on English Institute Materials Center (EIMC) Materials considered means of improving the selection and use of curriculum materials in 1967 summer institutes. In the "Introduction" James D. Barry explains the purpose and workings of the Institute. Four "trends" papers from the conference included here provide exposition of major ideas stirring the profession and demonstrate the importance of considering textbooks, courses, workshops, or materials in terms of seminal ideas. The papers are "Trends in Teaching Literature" by Arthur M. Eastman, "Trends in Teaching Language" by Harold B. Allen, "Trends in Teaching Composition" by Wallace W. Douglas, "Trends in Reading" by Walter T. Petty, and "The Uses of EIMC Materials in 1966: Significance for the Future" by Leo Ruth.

2.
Brett, Sue M., ed. Project English Notes: Research Findings. 1964.
Document not available from EDRS. 5pp.

Four Project English studies were completed by September 1964. A study to determine whether or not there was a correlation between knowledge of traditional grammar and performance in composition among college freshmen yielded negative results as measured by the STEP Essay Test and the Iowa Grammar Information Test. It is the belief of the investigator, however, that the inadequacy of the tests employed may be the cause of negative instead of positive results. Another study in composition indicated that neither more writing nor intensive correction brings any better results in improving the quality of student compositions than does correction of only those errors pertaining to skills which students are currently studying. A reading study which tested the substrata factor theory indicated that at least 12 abilities are involved in reading for either speed or power. Finally, another study showed that mentally retarded adolescents could improve their reading skills, that the experience method was no more effective than the traditional method, and that the usual measures of reading-level expectance were inadequate to predict the reading achievement of these retarded adolescents. (The reports of these projects are available in the libraries which subscribe to the Library of Congress Document Expediting Project. A list of these libraries is appended.) This article appeared in the English Journal, vol. 53 (September 1964), 465-469.

3. ED 015 200

The English Curriculum in the Secondary School. 1967. EDRS Price: MF-$0.75 HC-$5.68. 142pp.

At the invitation of the National Association of Secondary School Principals (NASSP), a special committee of the National Council of Teachers of English has prepared a symposium of papers on new directions in the English secondary school curriculum. Articles on important issues and developments in the teaching of English are: (1) "Six Major Influences on the Secondary English Curriculum" by James R. Squire, (2) "The English Curriculum: Out of the Past, Into the Future" by Robert A. Bennett, (3) "The 'New English' Anew" by Harold B. Allen, (4) "Literature in the Revitalized Curriculum" by James E. Miller, Jr., (5) "Developments in Speech" by William Work, (6) "Reading: In and Out of the English Curriculum" by Margaret J. Early, (7) "Developments in Composition" by Gordon Wilson and Robert J. Lacampagne, (8) "Book Selection and Censorship" by Robert F. Hogan, (9) "English Programs for the Disadvantaged" by Richard Corbin, (10) "Teacher Preparation" by J. N. Hook, (11) "National English Projects and Curriculum Change" by Michael F. Shugrue, (12) "The Dartmouth Seminar" by Albert H. Marckwardt, (13) "Innovation and Renovation in English Teaching" by Frank E. Ross, and (14) "References on English in Secondary Schools" by James R. Squire. These papers appear in the NASSP Bulletin, vol. 51, no. 318, April 1967.

4. ED 014 472

Fisher, John Hurt. Proposal for a Conference of Directors of the English Curriculum Development and Demonstration Centers to Evaluate the Progress of Their Projects and Correlate Activities for 1965-1966. Final Report on U. S. Office of Education Project BR-6-8167. 1966. EDRS Price: MF-$0.25 HC-$0.36. 9pp.

The Modern Language Association of America called a meeting of the Curriculum Study and Demonstration Center Directors to share information on the Centers' progress and plan ways of sharing curriculum development information with the profession at large and to plan the operation and schedule for the 1966 English Institute Materials Center (EIMC). Conferees favored the continuation of supplying Study and Demonstration Center materials to National Defense Education Act Summer Institutes but agreed to limit the contribution of any one Center and the number of pages to any one institute participant. After twelve Centers offered to contribute experimental curriculum materials to EIMC in 1966, a calendar for EIMC operations was adopted. The MLA and the National Council of Teachers of English are encouraged to explore the feasibility of a comprehensive re-examination of considerations involved in developing the English curriculum for schools and to collect all relevant bibliographies. An article based upon the Center Directors' progress reports, "New Materials for the Teaching of English: The English Program of the USOE," was distributed through EIMC to all 1966 NDEA Summer Institute participants.

5. ED 011 974
Olson, Paul A., ed. The Arts of Language, Needed Curricula and Curriculum Development for Institutes in the English Language Arts: Language, Literature, Composition, Speech and Reading. 1966. EDRS Price: MF-$0.25 HC-$1.36. 32pp.

A conference was held to produce a description of needed research in the area of the inservice retraining of elementary school teachers in the allied areas of language, literature, composition, speech, and reading. Five position papers on each area were read on the first day, and the last two days of the conference were spent developing committee modifications and extensions of the position papers. Included in this report are the five position papers, the five committee reports, and an additional report on the special problems of English language arts institutes directed to teachers of the culturally deprived. It was generally agreed that institutes on the retraining of teachers in language, language training, and linguistic usages should include both scholars and educators.

6. ED 011 964
Orton, Kenneth D. A New Approach to Curriculum Evaluation. 1966. EDRS Price: MF-$0.75 HC-$5.56. 137pp.

The feasibility of using an item-analysis approach for the evaluation of an innovative ninth-grade curriculum was explored. A pool of test items was developed, for each of the three units to be evaluated, by examining English textbooks and teacher's guides and by writing items that represented the major outcomes expected of each of the units: satire, uses of language, and syntax and rhetoric of the sentence. All of the items in the pool were administered to experimental and control groups, and the results compared with results of a criterion test (a few representative items given to a reasonably large sample of students). The investigator concluded that the item pool approach may provide more useful information for the curriculum builder than the criterion test approach and suggested further refinements to make the pool approach more useable as a major means of curriculum evaluation. Original plans called for an analysis of the pool test items to be made in comparison with results obtained from a published English test. This plan was dropped after evaluation of the available tests. Few tests were found that could be used to assess the outcomes of the Nebraska English program. Items selected for the curriculum unit tests and the results of the evaluations of the published tests and of the test items in the textbooks are included in the report.

7. ED 013 254
Shugrue, Michael F. An Evaluation of the Use of English Institute Materials Center Curriculum Materials in NDEA Summer Institutes in English. 1966. EDRS Price: MF-$0.25 HC-$1.12. 28pp.

In the summer of 1966, the Modern Language Association of America conducted a review of the use and effectiveness of experimental curriculum units distributed by the English Institute Materials Center (EIMC) to National Defense Education Act Summer Institutes in English and closely related areas. The evaluators visited a cross section of 27 institutes where workshops and classes were observed and discussions were held with institute directors, staffs, and participants. Reports on visits and questionnaires sent to each institute participating in EIMC showed that EIMC performed a valuable service to NDEA Summer Institutes in English, but that EIMC materials generally were not well used. Because they frequently arrived too late for careful study by institute directors and staff, the materials were not incorporated extensively into institute programs but were utilized only as reference material or were merely given to participants without demonstration. When exposed to EIMC materials through demonstrations and workshops, however, participants responded enthusiastically. The effectiveness of EIMC materials could be improved by adding new units and by systematically introducing curriculum materials to institute directors, with specific suggestions on their selection and utilization. In addition, the establishment of centers similar to EIMC by other disciplines should be given serious consideration. (The operation of an Institute Materials Center is explained in the appendix.)

8. ED 015 205
Shugrue, Michael F. New Materials for the Teaching of English: The English Program of the USOE. 1966. EDRS Price: MF-$0.25 HC not available from EDRS. 40pp.

This report follows two prepared in previous years by Coordinators for Project English and traces the concerns of the Office of Education English Program to January 1966. An introduction discusses the general outline of English curriculum studies now in progress and recounts the significant legislation which supports these projects, similar research in the arts and humanities, and Summer Institutes in English. Reports on each of the 25 Curriculum Study and Demonstration Centers include a statement of the purpose of the project, an explanation of the principles and design of its curriculum materials, and its current state of development and progress. This article appeared in the September 1966 PMLA. Reprints are available from the Materials Center, Modern Language Association, 62 Fifth Avenue, New York, N. Y. 10011, and the National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820, Stock No. 03908, $.50.

9. ED 015 206

Shugrue, Michael F., and Thomas F. Crawley. The Conclusion of the Initial Phase: The English Program of the USOE. 1967. EDRS Price: MF-$0.25 HC not available from EDRS. 22pp.

Because most of the beginning phase of federal support for English has been completed, this is in one sense a terminal review of the work completed or near completion by the Curriculum Study and Demonstration Centers supported by the Cooperative Research Program of the Office of Education. An introduction assesses the significance of the Centers' work and the NDEA Summer Institutes in English, discusses recent related projects, conferences, and reports, and considers the areas which need particular attention in the second phase of federal support to English. Included in the reports on individual Centers are (1) the reasons for establishment, (2) the areas of their curriculum development, (3) a summary of their research and testing, and (4) a description of their principles and the nature of their curriculum materials. This article appeared in the September 1967 PMLA. Reprints are available from the Materials Center, Modern Language Association, 62 Fifth Avenue, New York, N. Y. 10011, and the National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820, Stock No. 01152, $.50.

10. ED 001 126

Steinberg, Erwin R., and others. Curriculum Development and Evaluation in English and Social Studies. 1964. EDRS Price: MF-$0.75 HC-$6.28. 155pp.

Representatives of the nineteen Curriculum Study Centers supported by the U. S. Office of Education gathered to share information about what each Center was doing in order to analyze and attack common curricular problems; to consider certain common procedural matters such as the publication and dissemination of their materials; to examine research designs, tests, and testing procedures to draw conclusions about future directions for curriculum evaluation; and to inform interested professions about the accomplishments of the Study Centers. Included are the summaries of statements made by each of the individual Centers, eleven in English and eight in social studies. Introductory analyses accompany both the group reports. While no two Centers are attacking the same problem or using the same approach, the reports show that there are remarkable similarities in many of their basic ideas. The Centers seem to share a common interest in inductive teaching, sequential learning, evaluation, and teacher-training programs in new curricular subjects and new emphases, and in the newer technical media. All of these matters of common interest are discussed, as is the work of the individual Centers. This conference report is concluded by a commentary and discussion on the issues raised at the evaluation meeting and on the papers presented by the invited speakers. The problems discussed in these papers are those which arise at many stages of curricular study. Available from the National Council of Teachers of English, Stock No. 01303, $1.50.

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Clifford H. Prator, Director

11. ED (See Oct. 68 RIE) AL 001 240

Wilson, Robert, and others. Guides for Teaching English as a Second Language to Elementary School Pupils. 1968. EDRS Price: MF-$0.50 HC-$3.08. 75pp.

This document is a final report and summary of a project designed to develop guides for teaching English as a second language to elementary school pupils. The guides are now titled Teaching English Early and cover the first two levels of instruction. The materials prepared by this project are organized in a series of carefully sequenced daily lessons based on audio-lingual principles of learning and are written for a situation in which eight or ten children are taken from their regular classroom each day for approximately a half-hour of special instruction. Each lesson includes review and evaluation activities as well as special directions to the teacher planned to guide effective presentation of the material. This report includes a description of two studies comparing the growth in language efficiency of children receiving special instruction for a half-hour daily using the Project Materials with matched groups receiving no special instruction. These studies give strong evidence that the children receiving instruction through the use of the Project Materials compare favorably in their ability to use English with children of their own age group who speak English as their native language. Also included in this report is a description of activities and rationale, conclusions, and recommendations, as well as appended outlines of the sequence of syntactic structures and the phonology for Levels I and II.

12. ED (See Oct. 68 RIE) AL 001 238

Wilson, Robert, and others. Guide for Teaching English as a Second Language to Elementary School Pupils. Level II, Part 1. 1968. EDRS Price: MF-$1.25 HC-$11.32. 281pp.

The 55 audio-lingual lesson units of Teaching English Early are designed as a guide for the teacher of elementary grade children who have reached Level II in English as a second language. Aimed primarily at the Spanish-speaking (Mexican-American) child, this pre-reading material may be used with other language backgrounds. (See the final report and summary of this project in AL 001 240, which contains the rationale for this approach.) Each lesson unit is presented in three sections: (1) Lesson content, e.g., the basic structures and sounds to be taught, and occasional tests, such as team games and guessing games, (2) Materials, e.g., the realia and other teaching aids necessary for teaching the lesson, upon which the lesson is based, and (3) Procedures, e.g., the detailed account of each step of the lesson. (Some steps are suggestions only, with details left to the teacher's discretion.) Side notes provide additional information concerning predicted phonological and syntactic problems, as well as suggested teaching techniques. The format is simplified, with a minimum of technical terminology, but it is assumed that the teacher is linguistically oriented and thoroughly familiar with the materials and methods of the course.

13. ED (See Oct. 68 RIE) AL 001 239
Wilson, Robert, and others. Guide for Teaching English as a Second Language to Elementary School Pupils. Level II, Part 2. 1968. EDRS Price: MF-$1.25 HC-$13.08. 325pp.

This volume comprises Lessons 56-115 of the second level of Teaching English Early. Following the same format as Level II, Part 1, the approach is still oral-aural, emphasizing classroom activities and "acting-out" with puppets. Somewhat more emphasis is given to "free dialog" and a greater variety of activities.

The California State Department of Education is arranging publication for Guides for Teaching English as a Second Language to Elementary School Pupils. Persons interested in obtaining further publication information should write to:

Mr. Eddie Hanson, Jr.
Consultant in English as a Second Language
Bureau of Educational Programs and Subject Specialists
Department of Education
721 Capitol Mall
Sacramento, California 95814

CARNEGIE-MELLON UNIVERSITY
(Formerly Carnegie Institute of Technology)

Robert C. Slack, Director
Erwin R. Steinberg, Project Supervisor

14. ED 011 966
Steinberg, Erwin R., and others. A Senior High School Curriculum in English for Able College-Bound Students. Volume 5, Summary Report. 1965. EDRS Price: MF-$0.50 HC-$4.08. 102pp.

Believing the study of English to be an interrelationship of literature, language, and composition, the staff of the Carnegie Curriculum Study Center organized a sequential and cumulative three-year curriculum for able college-bound students in the senior high school. Composition and language skills consonant with the new linguistic studies were built integrally around a core of literary understanding, and inductive teaching methods were used as a means of helping the student learn through personal discovery and interaction with the teacher. Carnegie English department staff and local teachers taught the experimental program in seven high schools of diverse types and sizes. Each summer of the three successive years' trial, staff and teacher participants evaluated and revised the overall rationale and the detailed syllabi of the project. Tests were made comparing experimental groups with traditionally taught control groups. Through further revision and experimentation, the new curriculum can help define a standard for high school English. (Summary Plans for grades 10, 11, and 12 are included.)

15. ED 016 664
Slack, Robert C. Program to Extend Curriculum Materials in English for the Able to a Wider Student Group. Final Report. 1967. EDRS Price: MF-$0.25 HC-$0.72. 16pp.

The purpose of this project was to determine (1) if a teacher given no special training in the educational philosophy and methods of the Curriculum Study Center at Carnegie-Mellon University could adequately teach its materials and (2) if these materials (designed for use with exceptionally intelligent students) could, with some modification, be taught effectively to average students. For two academic years, six classes of average high school students in grades 10-12 were taught the Carnegie Center's English Curriculum by teachers who were given only the materials for the courses, without further instruction. Results indicated that the materials can be taught by teachers without previous special training, and that, with modifications, the program is more successful than traditional instruction with students of average ability. However, teachers recommended the following major modifications in the program for use with average students: (1) that the quantity of reading be reduced, (2) that the recommended inductive teaching method be varied by using several other procedures, (3) that the quantity of audiovisual materials be substantially increased, (4) that students be given more training in composition, (5) that students not be graded any more stringently than they otherwise would be, and (6) that the whole three-year program be used rather than any single year of it. (The texts of the reports of the six participating teachers are appended.)

16. Materials Available from Noble and Noble Publishers

The recently published three year high school program in literature and composition developed by the Curriculum Study Center at Carnegie is based upon the inductive method of teaching in the study of both literature and composition. In the literature program the focus is upon the process of learning--for example, the stress is on how the student comes to know a character in a novel or understand the symbolic meaning of a work. In the composition program emphasis is on how students learn to discover, isolate, and define their message. Writing assignments are based on literary selections both to develop writing skills and to increase understanding of the selections themselves. In each of the three years, students look at a different body of literature and learn to examine literature from different points of view. Although each year's work can stand on its own, the work is progressively more challenging and the three years of study are intended to have a sequential and cumulative effect. The volumes available from Noble and Noble are: core volumes (literature anthologies), teacher's guides, and complementary volumes (supplementary literary selections and activities). In the core volumes almost every selection, including novels, plays, short stories, and poems, is complete. Unit titles and the authors studied in each are listed below.

Tenth Grade: World Literature and Composition

Core Volume--852 pages, clothbound; $5.56 (less school discount)

Introduction: Guy de Maupassant, Lin Yutang, Taha Hussein, and Anton Chekhov

"Social Concerns": Ibsen, Hermann Hesse, Turgenev, Rabindranath Tagore, Po Chu-i, Peter Abrahams, Abioseh Nicol, Seami Motokiyo, Giacomo Leopardi, C. P. Cavafy, Xenophanes of Colophon, and Erich Maria Remarque

"Love": Lin Yutang, Strindberg, Guy de Maupassant, Anatole France, The Old and New Testament, Tagore, Rainer Maria Rilke, Cesar Vallejo, Paul Verlaine, Heinrich Heine, Prosper Merimee, and Edmond Rostand

"Heroism": Homer, Old Testament, Two Medieval Myths edited by Norma L. Goodrich, Shakespeare, Prosper Merimee, Tyrtaeus of Sparta, Hugo, and Tolstoy

Three Complementary Vols.--600 pages, durable soft covers (prices not yet available)

Teacher's Guides--250 pages each (prices not yet available): one for the core volume and one for all three complementary volumes

Eleventh Grade: American Literature

Core Volume--$5.56 (less school discount)

"The American Puritan Attitude": Arthur Miller, Hawthorne, Cotton Mather, Increase Mather, Nathaniel Ward, Thomas Shepard, Mary Rowlandson, Jonathan Edwards, Robert Lowell, and Edwin Arlington Robinson

"The American Idealism": Emerson, Thoreau, William Cullen Bryant, Holmes, Longfellow, Abraham Lincoln, Whitman, Dickinson, Edna St. Vincent Millay, Sandburg, Frost, Gwendolyn Brooks, Cummings, Countee Cullen, Willa Cather, and Thornton Wilder

"The American Social Conscience": Twain, Edwin Markham, Archibald MacLeish, Vachel Lindsay, Booth Tarkington, Dorothy Parker, William Saroyan, James Agee, and James Baldwin

Twelfth Grade: English Literature

Core Volume--$5.56 (less school discount)

"The Tale": Geoffrey Chaucer, W. Somerset Maugham, Graham Greene, James Joyce, and Joseph Conrad

"Tragedy": Sophocles, William Shakespeare, and Emily Bronte

"Poetry I": Medieval Ballads, Michael Drayton, John Lyly, Sir Philip Sidney, William Shakespeare, Ben Jonson, John Donne, John Fletcher, Robert Herrick, George Herbert, Edmund Waller, John Milton, Sir John Suckling, Richard Lovelace, Andrew Marvell, and Thomas Gray

"The Epic": Beowulf and Books I, II, IX, and X of Paradise Lost

"Poetry II": Blake, Wordsworth, Byron, Shelley, Keats, Tennyson, Browning, Arnold, Hardy, Hopkins, Housman, Yeats, John Masefield, Wilfred Owen, T. S. Eliot, W. H. Auden, Dylan Thomas, Henry Reed, Ted Hughes, and Philip Larkin

For both eleventh and twelfth grades the hardbound core volumes and special pre-publication teachers' guides should be available by summer 1968. The paperbound complementary volumes and the final teachers' guides will be published in fall/winter 1968-1969. The literature and composition program for grade nine will probably be available in late 1969-early 1970.

For further information on the Program in Literature and Composition or sample inductive lessons write: Promotion Manager; Noble and Noble, Publishers, Inc.; 750 Third Avenue; New York, N. Y. 10017. (Sample lessons are available for: 10th grade, "Three Pages from a Sportsman's Book" by Guy de Maupassant; 11th grade, The Crucible by Arthur Miller; and 12th grade, Shakespeare's Sonnet 73.)

17. Materials on the Inductive Teaching of English

a. Four films designed for in-service and pre-service classes are available from Noble and Noble on either a rental ($25.00 per week per film) or sale ($200.00 net per film) basis. Each film is based upon one lesson in the Carnegie Program in Literature and Composition and is designed to show how the inductive method works in an unrehearsed classroom situation. The films (each about 55 minutes in length) are divided into segments so that they may be stopped for viewer discussion. Suggested discussion questions are given in a guide which accompanies the films. Titles for the films are:

Film 1: The Teaching of Language: Dictionaries and Definitions
(Erwin Steinberg, Chairman)

Film 2: The Teaching of Fiction: "The Lottery" by Shirley Jackson
(Lois Josephs, Chairman)

Film 3: The Teaching of Poetry: Shakespeare's Sonnet 73
(Beekman Cottrell, Chairman)

Film 4: The Teaching of Composition: A Composition on Macbeth
(Robert Slack, Chairman)

Persons interested in obtaining these films should write directly to Noble and Noble, 750 Third Avenue, New York, N. Y. 10017. When ordering for rental it is suggested that both preferred and optional receiving dates be given and that a minimum of two weeks be allowed from the date of receipt of the order.

b. "The Inductive Teaching of English" (English Journal, vol. 55 [February 1966], 139-157) is a good source of information on the philosophy of inductive teaching on which the Carnegie Curriculum is based. This article, prepared by Erwin R. Steinberg, Project Supervisor; Robert C. Slack, Project Director; Beekman W. Cottrell, Curriculum Associate in English; and Lois S. Josephs, Curriculum Associate in English, not only discusses the methods of inductive teaching but includes sample lesson plans on language, literature, and composition. A reprint of this article is available from the National Council of Teachers of English, Stock No. 09109, 10 copies for $2.00. (Available on quantity basis only.)

TEACHERS COLLEGE, COLUMBIA

Gerald Dykstra, Director

18. ED 018 676

Dykstra, Gerald. Teaching English as a Second Language Materials Development Center: An Investigation of New Concepts in Language Learning. 1967. EDRS Price: MF-$5.25 HC-$51.72. 1,287pp.

The Teaching of English as a Second Language Materials Development Center was created to initiate and experiment with the development of teaching materials that would make use of untried, but significant, language teaching concepts. These concepts were applied in a project for producing and trying out instructional materials designed for the first three years of school and intended as a common core of materials for a wide range of language backgrounds. The underlying assumption used for the development of these materials was that nonpredictable, purposeful communication can be incorporated into instructional materials for the early stages of second or foreign language learning, which is a departure from the usual pattern-practice form of instruction. The nonpredictable, purposeful communication was to be accomplished by having the student participate in a situation that has a more demanding purpose than language practice and that can be accomplished only by the application of newly learned language forms in ways that are not predictable by his hearers. The hearers are required to respond overtly to the speaker's linguistic signals by selecting one of a range of potential responses. The four appendices to the report contain 150 communication activities, playlets and improvisations, songs, and physical education activities. As a result of internal appraisal of the developed materials and tryouts in the United States and in other countries, it was determined that nonpredictable, purposeful communication can be incorporated into instructional materials at primary grade levels and that taking children into early functional use of the language can be pedagogically useful. This report includes the four appendices.

FLORIDA STATE UNIVERSITY

Dwight L. Burton, Director

19. ED (See Dec. 68 RIE) TE 000 602
Burton, Dwight L., and others. The Development and Testing of Approaches to the Teaching of English in the Junior High School. Final Report. 1968. EDRS Price: MF-$0.75 HC-$5.64. 144pp.

The primary objective of the Florida State University Curriculum Study Center in English was to identify guidelines for the teaching of English in junior high schools. Three curricula were developed using (1) the tri-component approach, (2) the thematic literature-centered approach, and (3) the cognitive processes approach and were used for three years with 1,000 junior high school students who were then tested and compared to control groups. Results indicate that differences in student achievement and responses in the three experimental curricula were not significant, although the tri-component curriculum was more effective in producing certain kinds of language skills and was superior to the miscellaneous control curricula. Conclusions of the study are that an organized approach to teaching English is important, that a structured curriculum does not guarantee effective student performance, and that teacher behavior has a critical effect on student performance. It is recommended that future research focus on the teacher as well as on subject matter. (Appendices are not included with this report. Selected and revised materials developed by the Center are scheduled for publication by the Silver Burdett Company.)

Note: The above document was received at the NCTE/ERIC Clearinghouse too late to be included in the index.

GALLAUDET COLLEGE

Harry Bornstein, Director

20. TE 000 595
Stokoe, William C., Jr., and others. Generating English Sentences. Volumes 1-4 and Tests. 1967-68.

These texts on constructing effective English sentences are designed for secondary students who do not often hear standard dialects--e.g., the deaf, the disadvantaged, or the speakers of English as a second language. Transformational-generative grammar is used to describe the structures and operations of the language. Lessons, supported by more than 250 exercises, deal progressively with phrase structure and transform rules for devising sentence patterns which utilize: (1) nominal fields containing pronouns or nouns, (2) transitive and intransitive verbs, direct and indirect objects, adverbs and adverbial fields, (3) verb combinations, (4) tenses of "be," used variously as a linking, describing, auxiliary, or intransitive verb, (5) adverb and adjective fields and the active and passive voice, (6) compound elements, and (7) adjective, adverb, or noun clauses. This course of study (in four volumes), together with a teacher's manual and a portfolio of pre- and post-tests to measure student achievement, may be obtained for $16.00 from the Gallaudet College Bookstore, 7th and Florida Avenue, N.E., Washington, D. C. 20002.

UNIVERSITY OF GEORGIA

Rachel Sutton and Mary Tingle, Directors

Materials from the English Curriculum Study Center at the University of Georgia are printed as a series of five books, each related to and supporting the others, and a series of thirteen bulletins. To order the materials listed below, write directly to English Curriculum Study Center, 312 Baldwin Hall, University of Georgia, Athens, Georgia 30601.

Books

21. Foundations for a Curriculum in Written Composition. $3.50, 244pp.

This volume establishes a theoretical base for written composition from contributions of several disciplines: anthropology, sociology, psychology, and linguistics. It is concerned with the process as well as the product of writing and projects a methodology that draws upon the various subject fields in the elementary grades. It attempts to explain how this particular curriculum reveals its designers' sensitivity to the nature of the society it serves, the nature of the learners, and the nature of the discipline, embracing concepts from many fields and the relationships these concepts have to written composition.

22. Use of Literary Models in Improving Written Composition, K-6. $2.50, 156pp.

A compilation of resource materials, this volume is based on several assumptions: the desire to write has come often as a result of the enjoyment and stimulation from reading what another has written; the body of writing known as children's literature offers the pupil the possibility of contact with master writers; association with master writers may be systematically encouraged and developed by the teacher. The selections contained in this volume are examples of distinctive writing styles.

23. A Curriculum in Written Composition, K-3. $3.75, 250pp.

24. A Curriculum in Written Composition, 4-6. $3.75, 250pp.

The two volumes above identify concepts and skills and present illustrative learning experiences designed to develop those concepts and skills needed for effective writing in kindergarten through grade six. Grade level designations are given more to indicate sequence than to assign a body of material to any particular group of children. Background language experiences of individuals or groups of children and their day-to-day verbal needs are the determining factors for the selections of any component of the materials.

25. Research in the Cognate Aspects of Written Composition. $1.50, 96pp.

This volume is composed of a series of cross-sectional studies in the multiple approach to the process of composition, structure of the language, and methods of presentation. These studies are valuable in understanding the ecology of a language and in the development of criteria for the evaluation of these curriculum materials when they are used in the classroom through analysis of composition behavior and definition of relevant variables to be tested.

Bulletins

The following bulletins are included as part of A Curriculum in Written Composition, K-3 and A Curriculum in Written Composition, 4-6, described above. Therefore, the brief statements about each bulletin also explain further the content of these two books.

26. The Structure of Written Composition, K-6. $0.60, 40pp.

This bulletin attempts to show that the elements of composition are related not only to each other but to the purpose of the writer and his intended message for a given audience. The unit for analysis is the entire composition.

27. Morphology. $1.00, 67pp.

This material is designed to guide pupils into understanding words and parts of words as units of meaning. Learning experiences are planned to help pupils see (1) the meaning relationships between the base word and its inflection and (2) the meaning relationships between or among the parts of a derived word.

28. Sentence Structure, K-6. $0.85, 55pp.

Materials in this bulletin are planned to develop "sentence sense" and to lead to the discovery of the constituents of English sentences and the relationships among these constituents.

29. Developing Paragraphs, K-6. $0.40, 25pp.

Writers use a variety of patterns to develop paragraphs, many examples of which can be found in children's writing. The suitability of different paragraph patterns to achieve different purposes and to add variety and interest to writing becomes easily discernible.

30. Learning to Define, K-6. $0.80, 51pp.

The purpose of this unit is to help elementary school children become more effective users of words. Experiences within the unit are planned to enable the pupil to see the relationship between meaning and defining, to discern nuances or subtle variations in meaning, and to understand the process of defining.

31. Using Figurative Language, K-6. $0.60, 39pp.

The object of this study is to help children develop their powers of observation to see likenesses which they can express in figurative language. Several types of figures of speech can be identified and enjoyed by children in the literature they read, and they may use some in their own speech and writing.

32. Using the Dictionary, K-6. $0.60, 36pp.

Materials for K-3 introduce the dictionary as a reference book, develop skills in alphabetizing and introduce root words, prefixes, and suffixes. A unit on use of the dictionary in grade 5 explores the various kinds of information provided by a dictionary. Materials for grade 6 extend the skills in use of dictionary and relate the information in dictionary to units on Dialects and The History of the English Language.

33. A Study of Dialects and Usage, K-6. $1.00, 65pp.

This study is planned to guide pupils in (1) becoming aware of varying usages, (2) analyzing their own speech habits in terms of conventionally appropriate usage, or standard usage, and (3) acquiring habits of usage appropriate to varying purposes and audiences.

34. The History of the English Language, K-6. $0.50, 30pp.

Knowledge about the evolution and change in language helps the pupil to understand his own language and use it effectively. Learning experiences described in this bulletin for young and older pupils are planned as ventures with language from the present into past times.

35. Writing Stories and Plays, K-6. $0.60, 38pp.

No annotation available.

36. Writing Poetry, K-6. $0.80, 47pp.

The writing of poetry is not "taught" in the elementary school; it is recognized and encouraged when it happens. A teacher can elicit its happening. Suggestions for the teacher are put together to emphasize varied and sequential experiences with poetry.

37. Informal Correspondence: Personal Letters, K-6. $0.60, 37pp.

The writing of personal letters is done as need for letter writing occurs. The teacher does not leave this to chance but contrives situations in which letter writing is needed. The sample experiences included in this bulletin are suggestions only.

38. Formal Correspondence: Business Letters, K-6. $0.50, 33pp.

This material is designed to show the elementary school child the difference between business and friendly letters, to make him aware of his potential relationships with audiences with whom he is not personally acquainted, to help him understand the necessity for a clear, concise, accurate statement of his needs and for the use of the form in which these needs are usually expressed.

39. Writing Factual Reports, K-6. $0.45, 26pp.

This unit is based on the belief that experience in writing which demands exactness contributes not only to the development of skill in writing accurate factual reports but also to the ability to observe closely and to see details and relationships among them.

HUNTER COLLEGE--BILINGUAL READINESS

Mary Finocchiaro, Director
Paul King, Director

40. ED 012 903
Finocchiaro, Mary. Bilingual Readiness in Earliest School Years: A Curriculum Demonstration Project. 1966. EDRS Price: MF-$0.50 HC-$5.04. 124pp.

A two-year experimental program to develop "bilingual readiness" was undertaken in kindergarten and first grade classes in New York City. Two public schools, one in a poverty area and one in a middle class area, were chosen for the study. Efforts were made to choose six kindergarten and six first grade classes composed of equal numbers of Negro, Spanish-speaking, and "other" children. General ability and intelligence were not considered. Every day for 15 minutes a teacher bilingual in Spanish and English visited the classrooms and presented specially prepared materials using Spanish about 65 percent of the lesson time. The children were encouraged to respond in both languages and the Spanish-speaking children were also encouraged to participate as "informants" and to act out stories in Spanish. The curriculum stressed verbal interaction and stimulation in both languages. Stories, songs, games, dances, and audiovisual aids (puppets, realia, etc.) were used extensively. The regular classroom teacher was shown how material presented in the "bilingual" class could be coordinated with regular classwork. The results of the study indicated that there was greater acceptance by the children and their parents of second language learning. The Spanish-speaking children acquired greater self-confidence and cultural awareness. Appended to this report are numerous sample lessons and lesson plans.

41. ED (See Aug. 68 RIE) AL 001 069
King, Paul E. Bilingual Readiness in Primary Grades: An Early Childhood Demonstration Project. 1966. EDRS Price: MF-$0.25 HC-$1.56. 37pp.

This Demonstration Project in bilingual instruction in English and Spanish was carried out in three New York City District 5 schools in 1964/65 and 1965/66. Fifteen kindergartens and four grade 1 classes participated 15-20 minutes daily under the direction of a bilingual teacher specialist. (See related report ED 012 903.) The dual objective of the Project was to demonstrate how the reality of two or more language and ethnic groups present within one integrated classroom could be utilized to develop (1) bilingual readiness in both English-speaking and Spanish-speaking children and (2) positive attitudes toward and respect for one's own native language and culture, as well as the language and culture of other groups by the children of all backgrounds, by school personnel, by parents, and by other community groups. Oral stories with "literary merit," supported by and correlated with music and song, were used as a vehicle, rather than subject units such as "our family" or "our friends," which were felt to separate rather than unite children of divergent backgrounds. Repeated observations pointed up the fact that these pre-literacy age children had reached a language development stage which was ready for a high degree of ideational content.

HUNTER--GATEWAY ENGLISH

Marjorie B. Smiley, Director

42. ED 003 081

Smiley, Marjorie B. Development of Reading and English Language Materials for Grades 7-9 in Depressed Urban Areas. 1965. EDRS Price: MF-$0.25 HC-$1.96. 49pp.

English curriculum materials (Gateway English) developed for use with seventh-grade disadvantaged students were informally evaluated. The experimental materials included (1) teaching manuals, (2) daily lesson plans, and (3) project English materials selected to promote development of speaking, listening, and viewing habits. Materials were designed for use with students who averaged 1 to 1 1/2 years below national or regional English and reading norms. The materials were used by teachers in 12 New York City junior high schools which serviced the disadvantaged. Reactions to the materials were solicited from parents, teachers, pupils, and language arts consultants. Pupil reactions were also observed. Parent reactions were too fragmentary to permit firm conclusions. Generally favorable reactions were expressed by the teachers of the disadvantaged and the pupils themselves. Human relations themes introduced by the materials were observed to be useful for improving classroom interpersonal behavior. Findings were used to determine requirements for revision and subsequent development of eighth- and ninth-grade materials.

43. ED 015 203

Marcatante, John J. Gateway English: Identification and Image Stories (A Guide for Teachers). 1964. EDRS Price: MF-$0.50 HC-$3.80. 95pp.

The identification story is an original, or adapted, teacher-prepared tale in which students are cast, always sympathetically. The image story is written by the teacher for a class, small group, or individual in an attempt to cast each student in a positive image the student prefers. The student-created anthology is a booklet of fictional or true narratives and autobiographical sketches written by students and used, with their permission, as one of the reading texts. These three devices for teaching retarded readers are described and illustrated in this guide. They are offered as possible aids within a total reading program, not as the sole components of such a program. Step by step explanations of the preparation, use, evaluation, and sharing of these devices are provided. The necessity for the teacher to know and understand each child is stressed, but the teacher is cautioned to avoid assuming the role of psychologist. Classroom-tested sample materials are included to illustrate, for possible experimental use, materials popular with students and to encourage teachers to compose and adapt their own reading materials.

44. ED (See Dec. 68 RIE) RE 001 083
Potter, Robert R. Developing Original Materials in Reading.

Developing Original Materials in Reading is a writer's guide with examples for teachers who are willing to try their hand at writing for their underprivileged and underachieving students. Themes, characters, and milieu of special appeal for these adolescents are discussed, as are ways of capitalizing on students' familiarity with TV communication styles and cues, and methods of testing reading comprehension.

45. Macmillan Gateway English: A Literature and Language Arts Program

The Hunter Gateway English materials are designed primarily for educationally deprived urban children--the underachievers and the educationally disadvantaged--a great many of whom are minority group members of average and superior intelligence. The assumptions of the Gateway staff in developing these materials for "inner city" children were that (1) "All youngsters, whether reading on grade level or one or two years below it, will respond to good literature which expresses problems and ideas of relevance to them, as well as to truths (whether set in realistic framework or in myth and legend) which they recognize as valid." (2) "Increased interest in what is read will lead to desire for increased skills." (3) "If encouraged to express themselves, students will welcome opportunities to do so, orally and in writing." (4) "Emphasis on correctness may well be deferred until students are expressing themselves with directness, honesty, and a real desire to communicate their ideas to others both in speech and in writing." A major emphasis of the program is on the inductive method of teaching, the use of audiovisual aids, and on the integration of language arts activities and the student's reading.

Materials for estimated reading levels grades 5-7 and grades 6-8 are now available directly from the Macmillan Company. Each level includes four literature anthologies; a two-record set of recorded songs, poetry, and prose to accompany the anthologies; a teacher's manual providing complete lesson plans and related activities for an entire school year's program; and a student's manual containing detachable worksheets for each unit. The following titles are available:

Level I: estimated reading level fifth through seventh

A Family Is a Way of Feeling..................	110pp.	$ 1.36
Stories in Song and Verse..................	83pp.	1.32
Who Am I..................................	117pp.	1.36
Coping....................................	100pp.	1.32
Teacher's Manual..........................	314pp.	3.00
Student's Manual..........................	88pp.	1.00
Accompanying record set: Poetry and Song		10.00

Level II: estimated reading level sixth through eighth

Striving	173pp.	$ 1.68
Creatures in Verse	103pp.	1.36
Two Roads to Greatness	175pp.	1.68
A Western Sampler	191pp.	1.76
Teacher's Manual	303pp.	3.00
Student's Manual	184pp.	2.00
Accompanying record set: Poetry, Song & Speech		10.00

The materials for estimated reading level 7-9 are not yet available. Projected publication dates are: People in Poetry (October 1968), Rebels and Regulars (November 1968), Something Strange (December 1968), Justice (August 1969), and Teacher and Student Manuals (August 1969).

Persons interested in purchasing the above materials should write to:

Macmillan Company
60 Fifth Avenue
New York, New York 10022

UNIVERSITY OF ILLINOIS

ISCPET
Illinois State-Wide Curriculum Center
in the Preparation of Secondary School English Teachers*

J. N. Hook, Director

46. ED 016 661
Crisp, Raymond D., ed. Current Research in English Teacher Preparation: A First Report. 1968. EDRS Price: MF-$0.25 HC-$1.00. 23pp.

This bulletin reports on current and completed research projects, both in progress and completed, of ISCPET. Following an introduction which explains ISCPET and its concerns, the special research studies presently under investigation are briefly described. Abstracts--noting investigator, purpose, method, results, and conclusions--are provided for the seven completed projects: (1) Report on the Teaching of English in Illinois Public High Schools, (2) The Teaching of English in Grades Seven, Eight, and Nine in the State of Illinois, (3) The Value of the Classics as an Elective in College Courses for the English Major Who Intends to Teach in High School, (4) An Experimental Study of the Development of Critical Thinking Skills of High School English Teachers Enrolled in a Methods Course, (5) A Curricular Study Concerned with the Process and the Product of an English-Education Course and Its Effects upon Experienced English Teachers' Abilities to Think Critically, (6) An Evaluation of Oral Interpretation as a Part of the Professional Preparation of Secondary School Teachers of English, and (7) A Study of the Effect upon the Teaching Effectiveness of English Teachers of the Reorganization of the Literature Component of a Teacher-Training Curriculum.

47. ED (See Oct. 68 RIE) TE 000 260
Crisp, Raymond D., ed. Issues in the Preparation of Teachers of English. 1967. EDRS Price: MF-$0.25 HC-$1.96. 47pp.

Texts of selected addresses presented by representatives of ISCPET at the 1967 Conference on English Education and two papers relevant to issues in the preparation of English teachers are reprinted in this collection. The Conference addresses, which explore five issues regarding the content of the discipline of English and its effect upon teacher preparation, are (1) "What Grammar(s)--and Why?" by Justus R. Pearson, (2) "What Literature--and Why?" by John S. Gerrietts, (3) "What Composition--and Why?" by Margaret M. Neville, (4) "Why Make Them Talk Alike?" by A. L. Davis, and (5) "What Fifth-Year Programs--and Why?" by James F. McCampbell. Paul H. Jacobs' description of ISCPET's purposes and programs provides a background for the addresses, and a paper by J. N. Hook, "The State of Teacher Preparation Programs in English," summarizes the major issues in the field. This document is also available (free) from ISCPET.

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*Address orders to: ISCPET, 1210 West California, University of Illinois, Urbana, Illinois 61801.

48. ED 016 657

Fernandez, Thomas L. An Evaluation of Oral Interpretation as a Part of the Professional Preparation of Secondary School Teachers of English. Interim Report. 1967. EDRS Price: MF-$0.25 HC-$0.60. 13pp.

This study was designed to ascertain whether or not the development of skills in oral interpretation is a valid objective in the preparation of secondary school teachers of English. The questionnaire which served as the basic instrument of the study solicited responses from college professors of speech and of English and from secondary school teachers of English. Results of the study indicated that oral expression is a subject of interest and concern to those engaged in teaching English at the secondary level. This group of teachers supported the development of skills in oral interpretation as an objective of teacher education programs. Moreover, skill in reading aloud was deemed a helpful tool for secondary English teachers by the majority of the respondents to the survey, regardless of the respondent's subject field and the educational level at which he taught. (A copy of the questionnaire utilized in the survey is attached to the report.) This document is also available (limited supply, free) from ISCPET.

49. ED (See Oct. 68 RIE) TE 000 474

Harris, Joan. Report on the Teaching of English in Illinois Public High Schools. Interim Report. 1968. EDRS Price: MF-$0.25 HC-$1.08. 25pp.

This ISCPET study was designed to determine the present status of the teaching of English in grades 10, 11, and 12 of Illinois schools. In the summer of 1965, 500 questionnaires were sent to members of the Illinois Association of Teachers of English, selected by a stratified random sampling process to insure a representative sample of teachers from various sizes of schools. Of this number, 256 returned forms appropriate for use in the survey. The questionnaire contained 25 questions concerning (1) the size and grouping of classes, (2) extra-curricular activities, (3) the teaching of grammar, writing, and literature, and (4) professional preparation. The results of this study seem to indicate that in the preparation of prospective secondary school English teachers there is a need for more courses in grammar, the English language, and writing geared to high school teaching. Further, there is a need for a methods course concerned with teaching English, as opposed to the general methods courses now offered by most colleges. This document is also available (limited supply, free) from ISCPET.

50. ED (See Oct. 68 RIE) TE 000 470

Mary Constantine, Sister, S.S.J. A Curricular Study Concerned with the Process and the Product of an English-Education Course and Its Effects upon Experienced Teachers' Abilities to Think Critically. Interim Report. 1968. EDRS Price: MF-$0.25 HC-$0.96. 22pp.

This report describes an inservice training course for 42 teachers in 1965-66 which tested the hypothesis that such a course could improve teachers' abilities to think critically. Guilford's intellect structure model was used to study the operations of the mind and to plan instruction. The experiment was designed to demonstrate that critical thinking demands varied, specific, separable, and measurable abilities. The characteristic feature was alerting teachers to the importance of teaching for thinking, informing them about the operations of the mind, and applying such information to classroom instruction. Various learning activities can be based on the assumptions (1) that thinking is a process, not a result, (2) that a stimulating school atmosphere is a necessary factor for the various skills to be developed, and (3) that the skills of thinking must be the teacher's immediate and continuous objective. The possibility of setting up critical thinking as an integrating principle of instruction was considered. Tests used were the Watson-Glaser Critical Thinking Appraisal and an adaptation of the Dressel-Mayhew Test. Positive but statistically nonsignificant gains were made in both. This document is also available (limited supply, free) from ISCPET.

51. ED (See Oct. 68 RIE) TE 000 469
Mary Constantine, Sister, S.S.J. An Experimental Study of the Development of Critical Thinking Skills of High School English Teachers Enrolled in a Methods Course. Interim Report. 1968. EDRS Price: MF-$0.25 HC-$1.36. 32pp.

A study at Loyola University (Chicago) tested the hypothesis that "persons aspiring to become teachers of English in high school can be alerted and trained in some of the varied, specific, separable, and measurable skills which are needed for critical thinking and which are relevant to a high school English program, and that this training should have an effect upon the teachers' abilities to think critically." Both an experimental group (fall 1965) and a control group (winter 1966) were exposed to the usual content of the English methods course, except that the experimental group received instruction relative to critical thinking. This latter group also studied the operations of the mind as defined by Guilford, the need for a "cognitive" rather than a "stimulus-response" bias in teaching, and possible methods used within a high school English program to develop skills of critical thinking. The program was evaluated by pre- and post-tests using the Watson-Glaser Critical Thinking Appraisal and an adaptation of the Dressel-Mayhew Test. The differences in performance of the experimental over the control group were positive but statistically nonsignificant. Position papers and questionnaires completed by students in both groups revealed that those exposed to the experimental program had become more aware and appreciative of the value of teaching for critical thinking than had students in the control group. This document is also available (limited supply, free) from ISCPET.

52. ED (See Oct. 68 RIE) TE 000 468
Peterson, Erling W. A Study of the Effects upon the Teaching Effectiveness of English Teachers of the Reorganization of the Literature Component of a Teacher-Training Curriculum. Interim Report. 1967. EDRS Price: MF-$0.25 HC-$1.16. 27pp.

This study was an attempt to determine whether a change in curriculum from a period to a genre approach in the North Central College English Department resulted in teachers better prepared to teach. Evaluations from school supervisors were used to determine successful teaching. While insufficient evaluations of graduates under the earlier curriculum plan were obtained for any conclusive findings on the hypothesis, it did appear that the change had had at least no deleterious effect on teachers prepared at the school. An evaluation of their college preparation by the teachers involved in the study did indicate that a shift to the genre approach must include all genres if it is not to result in gaps in teacher effectiveness as seen by the teachers. Ancillary to the main study, it was discovered that rank in class and general mental ability correlated positively with teaching effectiveness as evaluated by supervisors, while overall and English grade-point averages were close to zero or were negative in correlation. Principal value of the study was in revealing the need for more refined evaluative instruments and for a larger population. This study is being used, consequently, as a pilot for a larger ISCPET study involving five Illinois schools and incorporating the experiences and findings. This document is also available (limited supply, free) from ISCPET.

53. ED 015 201
Wolff, Joseph. The Value of the Classics as an Elective in College Courses for the English Major Who Intends to Teach in High School. Interim Report. 1967. EDRS Price: MF-$0.25 HC-$0.44. 11pp.

To establish whether or not courses in the classics aid significantly in the preparation of high school English teachers, the Graduate Record Examination (GRE) Advanced Test on Literature scores of 11 seniors who had taken at least one of two classics courses at Loyola University (Chicago) on the theatre and the epic were compared with the scores of students who had comparable cumulative grade point averages. Results indicated that students who had taken classics courses did not perform exceptionally well on the GRE, nor did they get higher scores than other students with comparable averages who had not taken a course in the classics. Responses to a questionnaire sent to alumni who teach English in high schools, however, were uniformly favorable toward the merits of classics courses they had taken in preparation for teaching. They reported that classics courses had served to inform them about Roman and Greek antiquity, and their teaching had been strengthened by a knowledge of classical mythology and by an appreciation of their literary heritage. This document is also available (limited supply, free) from ISCPET.

54. Other Materials Available Free from ISCPET

a. Hook, J. N. "Qualifications of Secondary Teachers of English: A Preliminary Statement." Reprinted from College English, vol. 27 (November 1965), 166-169.

This article lists minimal, good, and superior teacher qualifications in the following areas: (1) Knowledge of language, (2) Knowledge and skill in written composition, (3) Knowledge and skill in literature, (4) Knowledge and skill in oral communication, and (5) Knowledge and skill in the teaching of English.

b. Illinois Teacher Rating Scales.

These rating scales were designed to reflect the improvement, if any, of an institution's teacher preparation program as reflected in the level of proficiency attained by the institution's graduates. The ratings are made by:

1) the prospective teachers at the end of student teaching (Form A)
2) the cooperating teachers in the secondary schools (Form B)
3) the college supervisors of student English teachers (Form C)
4) the graduates at the end of one year of teaching (Form D)
5) the employers of the graduates (Form E)
6) the chairmen of the English departments in which the graduates taught (Form F)

c. Special Research Studies of ISCPET.

A list of special research studies underway in the twenty colleges and universities in Illinois participating in the ISCPET program.

d. A revised bibliography relevant to teacher preparation.

UNIVERSITY OF INDIANA

Edward B. Jenkinson, Director

Indiana University English Curriculum Study Series*

55. ED 014 493

Ackerman, James S., and Jane Stouder Hawley. On Teaching the Bible as Literature: A Guide to Selected Biblical Narratives for Secondary Schools. 1967. Document not available from EDRS.

Written for use with secondary school students, this guide to the secular and objective teaching of biblical literature emphasizes the historical and literary context of the Bible rather than theological interpretations and presents historical, textual, and cultural background material for selected Old Testament narratives. Part 1 of the guide briefly traces the history of the Israelites from their Mesopotamian origins through their Egyptian enslavement to their emergence as a nation under David. In Part 2, the transmission and translation of Israel's literature is reviewed from its oral tradition to printed Bibles. In Part 3, the biblical narratives are discussed as examples of folk literature and as major sources of incident, symbol, and allusion in our literary and cultural heritage. Background materials and inductive study questions are provided for the study of the primeval and patriarchal legends and later narratives. An annotated bibliography of works of history, commentary, and reference is included. I. U. Press, $1.45. Also available from NCTE, Stock No. 37356, $1.45.

56. ED 015 199

Brown, Marshall L., and others. Two Approaches to Teaching Syntax. 1967. Document not available from EDRS.

Two transformational-generative approaches to teaching syntax in junior and senior high schools are presented. One is for use with average and talented students in grades 7-9, and the other is for slow-learning students in grades 7-11. A discussion of the first approach is divided by grade level and includes an examination of basic sentence patterns, an explanation of the distinction between form and structure words, rules for sentence transformation, and numerous exercises. The presentation of the approach to teaching syntax to slow learners provides an explanation of the use of student-constructed sentences and points out the teacher's concern with punctuation, capitalization, usage, and semantics, in addition to syntax. I. U. Press, $2.95.

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*All the books in this section may be ordered from the Indiana University Press, 10th and Morton Streets, Bloomington, Indiana 47401.

57. ED (See Sept. 68 RIE) TE 000 395
Jenkinson, Edward B. What Is Language? and Other Teaching Units for Grades Seven Through Twelve. 1967. Document not available from EDRS.

This collection of language units for grades 7-12 was prepared to make available, to both teachers and students, materials demonstrating some of the interesting subject matters of language. Units contain descriptions of course content and successful teaching methods, suggested discussion questions, and exercises for the teacher's use in presenting the subject matter. Procedures are suggested by which students may speculate about the nature of language and formulate individual definitions of it. The following units are included: "What Is Language? " "So What's a Dictionary For? " "How Words Are Formed," "How Words Change Meaning in Time and Context," "An Introduction to Phonetic Alphabets and to Morphemes Through Prefixes and Suffixes," "American Dialects," "Why Worry about Meaning? " "A Suggestion for a Unit on the History of the English Language," "Lexicography from Cawdrey to 'Webster's Third,'" and "Nothing Moves Without Translation." This final unit presents evidence that reading a translated work involves esthetic and critical problems different from those encountered when reading a work in the original language. Appendices contain essays on language usage, linguistic change, English language history, and roots and combining forms. I. U. Press, paperbound $2.95, cloth $6.75.

58. ED (See Sept. 68 RIE) TE 000 394
Jenkinson, Edward B., and Philip B. Daghlian. Teaching Literature in Grades Ten Through Twelve. 1968. Document not available from EDRS.

A continuation of Teaching Literature in Grades Seven Through Nine (see #60), this book offers a teaching approach which emphasizes the close reading of literary works in a sequential order of increasing complexity. Each of the first three sections ("Poetry," "Short Story," and "Drama") presents a program for the teaching of that genre in grades 10 (American literature), 11 (English literature), and 12 (world literature). The fourth section consists of essays on nine novels, three for each grade level, which demonstrate how the novels should be approached by the teacher and taught to students. The novels analyzed are (1) The Member of the Wedding, (2) The Red Badge of Courage, (3) The Adventures of Huckleberry Finn, (4) Gulliver's Travels, (5) Wuthering Heights, (6) Heart of Darkness, (7) Siddhartha, (8) Cry, the Beloved Country, and (9) Crime and Punishment. Emphasized throughout the book is the necessity for the teacher to establish his own critical position before presenting the individual work to the students and to develop the material in a sequence which has a focus--the emphasis on various uses of comparisons in the grade 11 poetry unit, for example. Study questions on individual works are frequently provided. I. U. Press, paperbound $2.95, cloth $6.75.

59. ED (See Sept. 68 RIE) TE 000 393
Jenkinson, Edward B., and Jane Stouder Hawley. On Teaching Literature: Essays for Secondary School Teachers. 1967. Document not available from EDRS.

Six professors of English present essays on the teaching of each of the major literary genres. All of the essays stress the necessity for an intelligent close reading of a literary work and for an awareness of the variety of approaches to teaching literature. Discouraging the common practice of quizzing students on factual information, the essays recommend carefully phrased questions which lead the student to an understanding of the complexity of a literary work and an appreciation of its artistry. Abundant examples are provided for the entire process of preparation and presentation of a work. Essays are (1) "On Teaching the Novel" by George Levine, (2) "On Teaching Short Stories" by Mary Alice Burgan, (3) "On Teaching Poems" by Philip Appleman, (4) "On Teaching Drama" by Gerald Rabkin, (5) "On Teaching Essays" by Don L. Cook, and (6) "On Teaching Biography" by C. Donald Peet. The volume is introduced by an essay, "An Introduction for School Administrators" by Edward B. Jenkinson, which makes an appeal for more preparation time and a reduction of class loads for English teachers. I. U. Press, paperbound $1.95, cloth $5.75. Also available from NCTE, Stock No. 37409, $1.95.

60. ED 013 804
Jenkinson, Edward B., and Jane Stouder Hawley, eds. Teaching Literature in Grades Seven Through Nine. 1967. Document not available from EDRS.

The Indiana University English Curriculum Study Center created a sequential course of study in literature for grades seven through nine. A basic poetry sequence, focusing on student response to poetry, emphasizes sound and story in grade seven, image or picture in grade eight, and metaphor and tone in grade nine. A comparative study of the drama and the short story, initiated in grade seven, introduces students to short fiction and leads into the study of two history plays--Abe Lincoln in Illinois and The Last Days of Lincoln--in grade eight. Shakespearean history plays--Richard III and Henry V--are studied in grade nine. Novels selected for study in grades seven through nine are likewise arranged in a sequence of difficulty, beginning with . . . And Now Miguel and ending with To Kill a Mockingbird, so that succeeding works build upon previous ones. Included are critical generalizations of selected works and suggested methods of instruction, mainly inductive. Two units--a classical mythology unit in grade eight and The Odyssey in grade nine--are designed to acquaint students with literary symbol and allusion. I. U. Press, $2.65.

61. ED (See Dec. 68 RIE) TE 000 583
Jenkinson, Edward B., and Philip B. Daghlian, eds. Books for Teachers of English: An Annotated Bibliography. 1968. Document not available from EDRS.

A companion volume to the collection of essays, On Teaching Literature (#59), this bibliography is designed primarily to meet the needs of the teacher of English in the secondary school. In nine sections, each by a different author, it describes and summarizes the contents of what the writers have judged to be the most valuable and significant works in the field. In addition, the individual value and particular contributions of many of the works are assessed. The sections comprising the volume are: (1) "Literary Criticism," (2) "On Poetry," (3) "On Fiction," (4) "On Drama," (5) "On Biography," (6) "Prose Style in the Essay," (7) "On Rhetoric," (8) "On Language," and (9) "On Teaching English." I. U. Press, paperbound $1.85, cloth $5.75.

Indiana State Department of Public Instruction Publications

62. ED (See Oct. 68 RIE) TE 000 037
Jenkinson, Edward B., ed. Teacher's Guide to High School Speech. 1966. Document not available from EDRS.

The teacher's guide to high school speech focuses on speech as oral composition, stressing the importance of clear thinking and clear communication. The proposed one-semester basic course in speech attempts to improve the student's ability to compose and deliver speeches, to think and listen critically, and to understand the social function of speech. In addition to instructional materials on the processes of preparing, delivering, and evaluating speeches, sections are included on the role of persuasion in a democratic society, on the fundamental concepts of evidence and reasoning, and on basic parliamentary law. A suggested one-semester advanced speech course stresses the rational and logical aspects of discourse and emphasizes argumentation with specific attention to formal debate forms. A one- or two-semester course in dramatic arts is also suggested and designed not only to aid the teacher in the teaching of acting and theater production but also to enable the student, by developing in him an intellectual and esthetic awareness, to effectively discriminate among the drama he encounters in television and movies. The brief guide to a course in radio and television broadcasting has sections on writing simple continuity and handling the news, commercials, and special programs. Course guides include suggested activities, bibliographies, and instructional materials and aids to teaching. In addition, a section on co-curricular activities, with suggestions for their establishment, concludes the volume. This volume is available from the Speech Association of America, Statler Hilton Hotel, New York, N. Y. 10001, and the National Council of Teachers of English, Stock No. 51507, $1.75.

63. ED (See Oct. 68 RIE) TE 000 038
Jenkinson, Edward B., ed. Teacher's Guide to High School Journalism. 1965. Document not available from EDRS.

In an effort to train high school students to become intelligent readers, listeners, and viewers of mass media, the Indiana State Department of Public Instruction published a guide for teachers of journalism. Part 1 establishes guidelines for a first semester course in journalism and contains chapters on the following topics: (1) Exploring Mass Media, a discussion of the types of media, the many aspects of freedom of the press, and advertising and its place within mass media, (2) Newswriting, (3) The Feature Story, (4) Editorials and Other Opinion Matter, (5) Advertising in School Publications, and (6) Copyreading, Headline Writing, and Proofreading. Chapters include bibliographies for teachers and suggestions for related student activities and projects. Part 2, a handbook for advisors of school publications, contains sections on (1) Producing the High School Newspaper, (2) Producing the Mimeographed Newspaper, (3) Producing the Yearbook, (4) Financing School Publications, (5) Operating the School News Bureau, and (6) Opportunities in the Mass Media. This volume is available from the Indiana High School Press Association, Franklin College, Franklin, Indiana 46131, for $2.00, prepaid, and from the National Council of Teachers of English, Stock No. 48503, $1.50.

UNIVERSITY OF MICHIGAN

Daniel N. Fader, Director

64. ED 010 424

Fader, Daniel N. English for Reluctant Learners, Grades 7-9: English in Every Classroom. Final Report. 1966. EDRS Price: MF-$0.25 HC-$2.04. 51pp.

Recognizing the need to motivate reluctant learners to progress beyond marginal literacy, teachers of Garnet-Patterson Junior High School in Washington, D. C., implemented dual concepts of teaching--(1) saturation, in which the total school environment surrounds students with materials inducing them to read, and (2) diffusion, in which each class situation encourages writing. Teams, formed by grouping an English teacher with the other instructors of that teacher's pupils, met regularly to exchange ideas and materials and receive assistance from the English teacher in setting up writing schedules. To encourage the practice of writing, teachers frequently assigned written exercises, some of which were filed unread or checked for quantity not quality. Believing pleasure to be a strong motivating force, teachers provided attractive newspapers, popular magazines, and paperbacks in every classroom and gave paperbound dictionaries to all students. The English teacher, by making extensive use of newspapers and magazines and by selecting and creating other materials on the basis of student interests and limitations, can, therefore, teach literature from a social rather than a literary point of view. The teaching of language skills can be accomplished by organic rather than descriptive means through such assignments as a class-written play, a personal journal, or the writing of one sentence. Both students and teachers were enthusiastic about the effectiveness of the new program.

65. ED 016 673

McNeil, Elton B., and Daniel N. Fader. English in Every Classroom. Final Report. 1967. EDRS Price: MF-$1.00 HC-$10.52. 261pp.

The "English in Every Classroom" program is primarily concerned with motivating "general" students, from kindergarten through junior college, to feel the pleasures of and necessity for reading and writing. To reinforce their literacy, students are saturated with appropriate, attractive paperback books, newspapers, and magazines. Writing assignments, coordinated by English teachers throughout all school courses, require numerous brief papers and private journal entries, judged weekly on the sole basis of quantity. An experimental group participating in this program was tested and compared with a control group at the beginning and conclusion of the school year for intellectual performance; teachers' perceptions of student attitudes, personality, and performance; and students' attitudes toward school, literacy, and themselves. Findings confirmed that the program produced significant improvement in verbal proficiency and lessened educational anxieties in the experimental group. Appendices include: (1) diagnostic tests used in the experiment and tables comparing the experimental and control groups' performances and attitudes, (2) detailed study guides on West Side Story and The Diary of Anne Frank, containing introductory materials, sample daily lesson plans, discussion questions, tests, enrichment activities, and reading lists, and (3) a list of 1000 "less-than-a-dollar" paperback books.

66. Fader, Daniel, and Elton B. McNeil. Hooked on Books: Program and Proof. Berkeley Medallion Book (New York, 1968). Order No. S1508, $.75, 236pp.

A complete account of "English in Every Classroom" (see 65 above) and some additional anecdotal material can be found in this paperback book. Included are a narrative report of the program, description of tests for evaluating the program, study guides to paperbound books, and a reading list of 1000 paperbound books.

UNIVERSITY OF MINNESOTA

Stanley B. Kegler, Director

67. (TE and ED numbers not yet assigned.)
The Minnesota Project English Center: Selected Materials from the Center for Curriculum Development in English. 1967. EDRS Price: MF-$0.50 HC-$4.56. 112pp.

The instructional materials developed by the Minnesota Project English Center and described in this introductory report focus on the study of language as the organizing principle of the English curriculum in the secondary school. An introduction describing the origin, purposes, and administrative personnel of the Center is followed by discussions of (1) the problems, procedures, and underlying assumptions of the development of the curriculum, (2) the grade-level emphases, (3) the materials developed for grades 7-12, and (4) the teacher training activities and demonstration centers. An annotated list of units developed by the Center and a sample seventh-grade unit, "Introduction to the Study of Language," are included. This booklet is available ($2.00) from the Minnesota Center for Curriculum Development in English, 214 Burton Hall, College of Education, University of Minnesota, Minneapolis, Minnesota 55455 and from NCTE ($2.00).

The following units developed by the Center will be available from EDRS in late 1968. A detailed description of each unit is given in Selected Materials (67, above).

Unit 701 ....Introduction to the Study of Language
Unit 702 ....Changes in the Meanings of Words: I
Unit 703 ....The People Who Study Language
Unit 704 ....Introduction to Transformational Grammar
Unit 705 ....Syntactic Relationships

Unit 801 ....Our System of Spelling
Unit 802 ....Language Varies with Approach
Unit 803 ....Structures of Time, Mode, Manner, and Causality
Unit 804 ....Structures of Specification, Place, and Number
Unit 805 ....The Dictionary: Describer or Prescriber?

Unit 901 ....Language Varies with Backgrounds and Interests
Unit 902 ....Changes in the Meanings of Words: II
Unit 903 ....Approaches to Grammar
Unit 904 ....Structures of Emphasis in Paragraphs
Unit 905 ....A History of the English Lexicon

Unit 1001 ....The Nature of Meaning in Language
Unit 1002 ....The Modes and Functions of Discourse
Unit 1003 ....The Language of Exposition
Unit 1005 ....Grammatical Formations
Unit 1006 ....Learning Our Language
Unit 1007 ....Dialects and Social Stereotyping

Unit 1101-A	Language Varies by Place: American English
Unit 1101-B	Language Varies by Place: English in Other Countries
Unit 1102	The Language of Persuasion
Unit 1103	The Nature and Evaluation of Argument
Unit 1104	An Outline of Grammatical Elements
Unit 1201	A Historical Study of English Phonology, Morphology, and Syntax
Unit 1202	The Language of Evocation
Unit 1203	Social and Psychological Implications of Language
Unit 1204	The Evaluation of Persuasive Discourse

67a. (TE and ED numbers not yet assigned.)
Kegler, Stanley B., and others. Preparation and Evaluation of Curricular Materials and Guides for English Language Study in Grades 7 to 12. Final Report. 1968. EDRS Price: MF-$0.25 HC-$2.12. 51pp.

The Minnesota Center for Curriculum Development prepared a series of language-centered units and study guides for English language study in grades 7 through 12. Specific objectives were identification of conceptual content, preparation of curricular materials and study guides for teachers, education of teachers for the use and evaluation of study guides, and establishment of field tests for evaluation of materials. Units were constructed during summer workshops by classroom teachers who used them the following year in their own school systems. Additional field testing was carried out from July of 1964 to July of 1967 by 166 classroom teachers. A more systematic attempt to study the use of materials in diverse school settings was made by setting up 3 pilot demonstration centers in the state of Minnesota. Analysis of results has focused both on the process of curriculum reform and on aspects of student performance. A study is presently underway which provides a pilot test for the effects of the materials on student performance by determining the value and validity of a test of "linguistic sensitivity" developed by members of the Center staff.

Note: Write to the NCTE/ERIC Clearinghouse to obtain ED numbers for the above documents.

UNIVERSITY OF NEBRASKA

Paul Olson and Frank Rice, Directors

68. ED 013 805
Olson, Paul A. A Curriculum Study Center in English. Final Report. 1967. EDRS Price: MF-$0.50 HC-$4.68. 117pp.

The Nebraska Curriculum Development Center endeavored to create an integrated curriculum in English for kindergarten through 12 based upon language, literature, and composition. The Center recruited a cross section of the scholarly and school community to develop, test, and evaluate this curriculum and to conduct research and devise materials in the following areas: (1) classical rhetoric, (2) the possibility of formulating a new rhetoric, (3) the relationship of the teaching of composition to the study of structural and transformational grammar, (4) the relationship of the close reading of literature to the teaching of composition, (5) criteria and tests for measuring excellence in composition, (6) levels of student maturity at which basic composition "habits" are formed, and (7) criteria for the correction of themes. The program which was created is a spiral curriculum based upon language-and-composition and literature-and-composition units for kindergarten through 12. It is designed to develop an understanding of basic concepts in increasingly greater depth year by year. The elementary curriculum emphasizes the study of literature, often read orally, including related work in language and composition. At the secondary level, the emphasis shifts from the oral to the written and is on the study of both literature and language and what can be learned about writing from such studies. Results of an evaluation of the elementary program are encouraging. However, more extensive studies in both the elementary school and high school are needed. (A major portion of the report presents an overview of the entire Nebraska English Curriculum.)

69. ED 013 806
A Curriculum for English: Grade 1, Units 1-12. 1966. EDRS Price: MF-$0.50 HC not available from EDRS. 133pp.

The Nebraska Elementary English Curriculum is based on the premise that desire to read, understanding of one's native language, and competence in composition develop from a continuing exposure to literature of superior quality. The sequence of literary works and analogous compositions leads the child from an apprehension of the "mythic" and anthropomorphic to an awareness of the realistic and analytic. An oral approach to literature is stressed. Children are encouraged not only to enjoy and understand what is read but also to manipulate language devices themselves through oral storytelling and written composition. Literature is classified in one of nine "pseudo-genres"--folk tales, fanciful tales, animal stories, adventure stories, myths, fables, other lands and peoples, biographies, and historical fiction. Each of the 70 units in the six grades contains (1) introductory materials outlining objectives of the unit and relating it to other units, (2) background materials about authors, characters, themes, and style, (3) suggestions for inductive teaching procedures, (4) related composition, language, and poetry exercises and assignments, (5) bibliographies for students and teachers, and (6) lists of audiovisual aids.

In grade one, children are introduced to literature in all "pseudo-genres" except historical fiction. Teaching procedures emphasize identification of repetitive situation and word patterns in literature and recognition of meaning in simple story forms. Drawing upon what they learn from class reading and their explorations in language, children are then able to dramatize scenes and compose stories of their own. Available from the University of Nebraska Press, or from the National Council of Teachers of English (Stock No. 06102) for $1.25.

70. ED 013 807
A Curriculum for English: Grade 2, Units 13-22. 1966. EDRS Price: MF-$0.50 HC not available from EDRS. 113pp.

In grade two, development of a sense of language usage and of narrative form and plot is stressed. Such classic folk tales as "Little Red Riding Hood" and "The Three Bears" point out the repetition of plot structure and language found in stories. Fun with language forms is encouraged through the reading of "Just So Stories," and an understanding of the myth is furthered in "The Golden Touch." Three Aesop fables are presented for simple analysis of common devices and patterns used in fables. Moreover, several Dr. Seuss stories and two adventure tales--Blaze and the Forest Fire and The Bears on Hemlock Mountain--help students perceive both real and fanciful views of reality. Crow Boy and Caroline and Her Kettle Named Maud illustrate how children today share universal experiences and problems with children of different cultures and different times. As children become familiar with literary methods and begin to recognize rhythmic and phonological patterns in compositions, they are able to create stories of their own, using as models the literature read in class. Available from the University of Nebraska Press, or from the National Council of Teachers of English (Stock No. 06111) for $1.25.

71. ED 013 808
A Curriculum for English: Grade 3, Units 23-33. 1966. EDRS Price: MF-$0.75 HC not available from EDRS. 152pp.

The grade three curriculum continues to center on the reading of literature, with related language and composition activities. To strengthen children's awareness of the oral and repetitive patterns in folk literature and of the literary purposes of these devices, several Grimm fairy tales are read and then compared with modern stories--Madeline and The Five Chinese Brothers, for example--which contain a series of parallel elements. Several animal stories are analyzed for such stylistic features as repetition, alliteration, and onomotopoeia. The Blind Colt is read for its realistic treatment of animals and its use of words that appeal to the senses. Winnie the Pooh and Mr. Popper's Penguins illustrate conflict and comic adventure in stories. Three Greek myths and the talking beast fables of Chaucer and the Brothers Grimm help children to understand the myth and the fable as conscious literary classifications and as part of our cultural heritage. The Red Balloon exemplifies the universality of human emotion, whereas The Courage of Sarah Noble and the biography Columbus and His Brothers acquaint children with historical themes. Available from the University of Nebraska Press, or from the National Council of Teachers of English (Stock No. 06120) for $1.25.

72. ED 013 809
A Curriculum for English: Grade 4, Units 34-44. 1966. EDRS Price: MF-$0.75 HC not available from EDRS. 153pp.

Grade four extends and reinforces concepts introduced in previous grades. American folk literature, with its heroes exemplifying heroic qualities of the culture, is studied for its appeal to students and its use of descriptive and figurative language. Effective use of phonological patterns is illustrated in Charlotte's Web and Brighty of Grand Canyon. In Homer Price, fabulous and plausible adventures are contrasted and plot pattern is analyzed to point toward the study of the modern epic form. Hiawatha's Fasting and three Greek myths expressing the moral idealism of two cultures are used to further children's knowledge of the myth. The reading of Aesop's fables, studied more analytically here than in previous fable units, leads to the children's dramatizations of stories with morals. A Brother for the Orphelines points out similarities in emotions and behavior of children of different cultures. Finally, two biographies--Willa and Leif the Lucky--are read for their simple and accurate presentation of fact, their vivid characterizations, their portrayal of the passage of time, and their revelation of every side of a subject. Available from the University of Nebraska Press, or from the National Council of Teachers of English (Stock No. 06139) for $1.25.

73. ED 013 810
A Curriculum for English: Grade 5, Units 45-57. 1966. EDRS Price: MF-$0.75 HC not available from EDRS. 199pp.

The curriculum for grade five continues the presentation of literary techniques used to produce works of imagination. In "Tall Tale America," "Rapunzel," and other fairy tales, the American and European folk traditions are compared for common stylistic and structural devices. A more complex use of techniques used in fanciful stories is seen in the fairy tales of C. S. Lewis and Hans Christian Andersen and in The Bidpai Fables and Jataka Tales from India. The Door in the Wall provides an introduction to the study of symbolism. Building upon previous grade-level units, the reading of five Greek myths furthers students' understanding of mythic thought and patterns, and The Merry Adventures of Robin Hood prepares children for a later study of epic form. The relationship between subject matter and theme is seen in King of the Wind and The Island of the Blue Dolphins. Children of the Covered Wagon and This Dear-Bought Land enhance children's awareness of their historical heritage. In addition, Dr. George Washington Carver, Scientist is read to study a literary type and to enable students to assess the personal qualities of a character in literature. Available from the University of Nebraska Press, or from the National Council of Teachers of English (Stock No. 06148) for $1.25.

74. ED 013 811
A Curriculum for English: Grade 6, Units 58-70. 1966. EDRS Price: MF-$1.00 HC not available from EDRS. 244pp.

Grade six units culminate the elements of all previous units and point toward a more analytical study of literature. The Seven Voyages of Sinbad is used to review the folk-tale "pseudo-genre." Lewis Carroll's Alice stories and A Wrinkle in Time illustrate the fanciful tale at its best. Big Red completes the units on animal stories, and The Adventures of Tom Sawyer introduces the basic novel form. A study of Norse myths reiterates devices used in myths and presents the first serious study of mythology as literature. The Hobbit, with Tolkien's use of mythic characters and conceptions, illustrates many levels of symbolic meaning. The Wind in the Willows, an epic fable, introduces a satiric, humorous, and allegorical representation of society. The stories of King Arthur and Ulysses, built around a single hero, point to the place of the hero in the epic form. Cultures outside the children's experience are seen in The Secret of the Andes and Hans Brinker. A biography, Cartier Sails the St. Lawrence, enhances both literature and history through its inclusion of excerpts from logbooks. The final unit, on the poems of Robert Frost, demonstrates some of the basic tools necessary for the reading and understanding of poetry. Available from the University of Nebraska Press, or from the National Council of Teachers of English (Stock No. 06157) for $1.25.

75. ED 013 812
A Curriculum for English: Language Explorations for the Elementary Grades. 1965. EDRS Price: MF-$1.00 HC not available from EDRS. 203pp.

A separate language manual for the elementary curriculum supplements the language-exploration sections of the units in grades one through six. This resource manual provides an introduction to modern language study and describes its application to the language learning levels of children. By the time children enter junior high school, they should be able to (1) perceive English as a word-order language, (2) recognize its sound patterns, and (3) comprehend the ways in which punctuation clarifies written discourse. In addition, they should have some knowledge of the historical dimensions of the English language and of the development of grammar and vocabulary. The teacher can build on the children's intuitive grasp of language forms by offering them selected language samples and allowing them to discover inductively the structure and function of language. Chapters on phonology, morphology, form classes, syntax, and the nature of the language contain: (1) an explanation of each division of language study, (2) a statement of objectives, (3) exercises and language games appropriate to each of the six grade levels, and (4) inductive discussion questions. Included also are chapters on dictionary skills, American dialects, the history of the English language, and language usage and style of speaking. Available from the University of Nebraska Press for $1.25.

76. ED 013 813
A Curriculum for English: Poetry for the Elementary Grades. 1966. EDRS Price: MF-$1.00 HC not available from EDRS. 225pp.

Materials for the elementary curriculum include an ancillary poetry manual for grades one through six. Attention is given to increasing the child's pleasure in poetry, broadening his knowledge of poetry, and helping him to express himself more creatively. Children are encouraged first to enjoy the reading of poems and then to perceive particular poetic techniques. The teacher is encouraged to read poetry aloud and to discuss with children, at their level of understanding, the meaning, syntax, imagery, and rhythmic and rhyming patterns of poems. The manual includes: (1) a discussion of elements characteristic of good poetry and standards by which to judge good poetry for children and by children, (2) sample lesson plans for each grade level, (3) an indexed anthology of 209 children's poems written by children and by eminent poets of many cultures from ancient to modern times, (4) a list of poems, arranged by grade level and subject, found in the two core poetry texts used in the elementary grades, (5) a bibliography of useful books related to the study of poetry, and (6) a list of selected recordings of poetry readings. Available from the University of Nebraska Press for $1.25.

77. ED 013 814
Evertts, Eldonna, and others. The Nebraska Study of the Syntax of Children's Writing, 1964-65. Volume I. 1967. EDRS Price: MF-$0.75 HC-$5.84. 146pp.

This study of the syntax of children's writing attempted to ascertain (1) the progressive number of sentence units written by students in grades two through six, (2) levels of structural complexity in children's writing, (3) syntactic patterns of this communication, (4) whether or not common characteristics of syntactic patterns could be identified and classified, and (5) whether or not any of the elements providing variety in sentence structure could be identified and described. Detailed analysis was made of 20 percent of all sentences produced in the 1000 compositions written for the study. "An Instrument for the Syntactic Analysis of Children's Composition," the list of guidelines and examples developed and utilized during the study, proved valuable for such analysis. Limiting factors in the project were those inherent in the validity and reliability of the tests employed, the geographic specificity of the sample tested, and the uncontrolled variables of physical health, visual and auditory limitations, and poor emotional adjustment, in addition to building facilities, time of day, and differing techniques of investigators. The study revealed that (1) elementary students wrote fewer sentence units than did intermediates, (2) the rate of sentence unit increase slackened at the upper intermediate level, but pattern complexity increased, (3) students used 12 basic sentence patterns, (4) different sections of one grade did not always produce similarly constructed sentences, and (5) all students employed several sentence patterns, but older students used inverted forms ignored by second- and third-graders. (A copy of the analytic instrument is appended to the report.)

78. ED 013 815
Sebesta, Sam, and others. The Nebraska Study of the Syntax of Children's Writing, 1965-66. Volume II. 1967. EDRS Price: MF-$0.75 HC-$6.84. 171pp.

The second phase of the syntax study of children's writing concentrated on discovering and evaluating the differences between control groups which did not use the Nebraska English Curriculum and experimental groups which did. Answers were sought to the following questions: (1) How does the syntax of the children's writing change as they mature? (2) At what age do the children begin using various structures? (3) How does their syntax differ from that of adults? (4) What relationship exists between a child's background and his use of syntactic patterns? and (5) Is there any difference between the syntax of children involved in the Nebraska English Curriculum and of those in traditional language arts programs? The population sample was composed of 500 control and 250 experimental subjects in grades two through six in ten Nebraska schools. The first five sentences in each child's composition and a 500-sentence sample from the writings of 25 major modern American writers of prose fiction provided the data for analysis. Some of the findings were: (1) the subject-verb-object pattern decreased in the children's written language as they matured, (2) the use of the Nebraska English Curriculum enabled the elementary school students to approach criteria inferred from the writings of professionals, and (3) the syntactic pattern difference between second- and sixth-graders was greater than that between sixth-graders and professionals.

79. ED 013 816
Thompson, Nell C., and others. The Nebraska Study of the Syntax of Children's Writing, 1966-67. Volume III. 1967. EDRS Price: MF-$1.25 HC-$12.84. 321pp.

The third part of the analysis of the syntax of children's writing focused upon (1) how the syntax of third- and sixth-graders compared with that of professional writers, (2) whether or not the rate of growth in certain syntactic skills varied significantly among groups of children in various language arts programs, (3) whether or not children who initially displayed advanced syntactic skills also surpassed their peers in progress rate, and (4) whether or not girls' written syntax differed from that of boys. The compositions analyzed were written by 180 children in three language arts programs: (A) an intensive-treatment program and (B) a moderate-treatment program, both based upon the Nebraska English Curriculum, and (C) a control program containing no "Nebraska" units. Research limitations were the representation of only middle-class students of Lincoln and Omaha schools, the selection of the Nebraska program to be taught, and the use of teachers in Program A who were better trained in this curriculum than those in Program B. The study revealed that (1) the syntax of high-I.Q. children and the sentence types of low-I.Q. children came closest to the "professional" standards, (2) the intensive-treatment program at both grade levels yielded the greatest dividends in the rate of growth of syntactic skills, (3) a high negative correlation existed between pre-treatment syntactic performance and in-treatment syntactic growth, and (4) girls' syntactic skills consistently outranked that of boys.

80. ED (See Nov. 68 RIE) TE 000 348
Linguistics in the Elementary School, Primary Level. 1967.
EDRS Price: MF-$0.50 HC-$3.56. 87pp.

This guide, based upon the Nebraska Curriculum Development Center materials, is designed to explain the vocabulary and basic elements of linguistics to the elementary school teacher, at the primary level, who has had little or no formal training in linguistics. A glossary of linguistic terminology, guiding principles for the teacher, and sections on the nature of language, phonology, morphology, form classes, syntax, dialect, and usage are included. Each of the sections contains a brief introductory explanation of the language element under discussion and suggestions for linguistic activities and games for use with primary-grade children. A bibliography of relevant books and periodical articles is also included. (See number 81 for the intermediate level guide.)

81. ED (See Nov. 68 RIE) TE 000 347
Linguistics in the Elementary School, Intermediate Level. 1967.
EDRS Price: MF-$0.50 HC-$3.44. 84pp.

This guide, based upon the Nebraska Curriculum Development Center materials, is designed to explain the vocabulary and basic elements of linguistics to the elementary school teacher who has had little or no formal training in linguistics. To this end, a glossary of linguistic terminology, guiding teaching principles, a bibliography of relevant books and periodical articles, and sections on the nature of language, phonology, morphology, form classes, syntax, dialect, usage, and the history of the English language are included. Each of the sections contains a brief introductory explanation of the language element under discussion and suggestions for linguistic activities and games for classroom use at the intermediate grade level. (See number 80 for the primary level guide.)

82. ED 013 817
A Curriculum for English: Teacher Packet, Grade 7. 1965. EDRS Price:
MF-$1.25 HC not available from EDRS. 285pp.

The teacher packet for the seventh-grade program includes, as do all secondary units, two subject-matter sections--literature and composition, and language and composition. The literature program concentrates on the conditions under which various cultures create stories, the social functions assigned to these stories, and the uses to which they are put. Language study includes the identification of form classes, the creation and uses of the dictionary, and the system or lack of system in English spelling. The composition program, coordinated with the language and literature programs, stresses work with sentences and paragraph composition, building upon varied writing assignments in the elementary school and looking forward to more formal rhetoric in the high school. Assignments for both expository and creative writing are given. Units are provided on the following topics: (1) "The Making of Stories," (2) "The Meaning of Stories," (3) "The Classical Myth," (4) "Ancient Hebrew Literature," (5) "American Indian Myth," (6) "Stories of the American West," (7) "Autobiography: Benjamin Franklin,"

(8) "Form Classes," (9) "The Dictionary," and (10) "Spelling." Included in the packet are introductions and aids for unit materials, bibliographies for teachers, supplementary student reading lists, sample objective tests, and suggestions for teaching procedures and audiovisual aids. This manual (three volumes) is available from the University of Nebraska Press.

83. ED 013 818
A Curriculum for English: Student Packet, Grade 7. 1965. EDRS Price: MF-$1.00 HC not available from EDRS. 258pp.

The seventh-grade student packet begins with the unit entitled "The Making of Stories" in which students consider writers' audiences and methods of composition and presentation. Such material as A Christmas Carol and selections from The Odyssey, Beowulf, Hymn to Hermes, and Grimm's fairy tales are studied to show the different sets of conditions under which authors "make up" stories. A related unit, "The Meaning of Stories," attempts to teach students, through poems and stories, to ask what a story means and how the meaning is communicated. With this background, students are prepared to study selections in three units on mythology--Greek myths, Hebrew literature, and American Indian myths. In the following unit, students encounter ballads, American folklore, and a western novel, Shane. The final literature unit, "Autobiography: Benjamin Franklin," is designed for the study of a literary genre and the writing of personal autobiographies. In the language units, students study forms of words and positions of words in sentences, the organization and use of the dictionary, and methods of solving individual spelling problems. Units contain overviews of material to be studied, discussions of literary genres, historical backgrounds of works, study and discussion questions, composition assignments, exercises, supplementary reading lists, vocabulary lists, and glossaries. Literary selections not readily available in textbooks are reprinted in the student packet. This manual (three volumes) is available from the University of Nebraska Press.

84. ED 013 819
A Curriculum for English: Teacher Packet, Grade 8. 1965. EDRS Price: MF-$1.25 HC not available from EDRS. 314pp.

The literature program for grade eight is concerned with the theme of the hero--his characteristics and how they have undergone change in the history of western literature, as seen in various literary genres. The study of heroism is divided into the following units: (1) "The Making of Heroes," (2) "The Epic Hero," (3) "The Journey Novel Hero," (4) "The Historical Novel Hero," and (5) "The Heritage of the Frontier." Language units are (1) "Syntax," using as background the seventh-grade unit on form classes, (2) "Words and Their Meanings," and (3) "The History of the English Language." The composition program is coordinated with both language and literature programs and stresses the comparison of the students' own syntax in themes with that of such authors as John Steinbeck and Stephen Crane. Included in the packet are introductions and suggested teaching procedures for unit materials, bibliographies for teachers, background critical assessments of literary works to be taught, suggested topics for student compositions, and supplementary student reading lists. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 49 for price.

85. ED 013 820
A Curriculum for English: Student Packet, Grade 8. 1965. EDRS Price: MF-$1.75 HC not available from EDRS. 427pp.

The eighth-grade student packet begins with a unit on "The Making of Heroes: The Nobleman in Western Literature" which leads students to question what makes a hero, what he is like, and how he exists in literature. After reading a number of brief selections from such works as The Aeneid, Sir Gawain, and "The Outcasts of Poker Flat," students are encouraged to become cognizant of the differences between ancient, Christian, and modern heroes. With this background, the student moves on to three related units--"The Epic Hero," "The Journey Novel Hero," and "The Historical Novel Hero"--each focusing on characteristics and varieties of heroes in these genres. The final literature unit, "The Heritage of the Frontier," investigates that locale which frequently gives birth to heroes and heroic actions in American literature. In the language units, students are introduced to the history of the English language and the study of sentence syntax and semantics--areas which follow naturally from the study of form classes and lexicography in the seventh grade and anticipate the units on syntax and the uses of language in the ninth grade. Units include introductory overviews, study and discussion questions, supplementary reading lists, topics for composition, a book review outline, and exercises. Literary selections not readily available in textbooks are reprinted in the student packet. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 49 for price.

86. ED 013 821
A Curriculum for English: Teacher Packet, Grade 9. 1965. EDRS Price: MF-$1.25 HC not available from EDRS. 276pp.

The curriculum for grade nine focuses on the concept of genre and accompanying literary attitudes and devices. Satire, comedy, and the epic are the subjects of the literary program. Language and composition studies, building upon eighth-grade language history and syntax units, center on geographic and social dialects, phonology, sentence syntax, and common uses for language. The teacher is urged to apply the substance of language units to the subsequent study of literature. Assignments, leading students to analyze, draw upon, and practice concepts presented in the literature and language units, include critical discussions of specific genres and passages, formulation of relevant questions in reading literature, and composition of limericks, fables, and satires. Teacher packet sections correspond to units of the course: (1) "The Idea of Kinds: Attitude, Tone, Perspective," (2) "Satire: Formal and Menippean," (3) "The Idea of a Play: The Greek, the Renaissance, the Modern," (4) "Comedy," (5) "The Epic," (6) "Dialect," (7) "Phonology," (8) "Syntax and the Rhetoric of the Sentence," and (9) "The Uses of Language." Each section contains a table of contents, a background essay on material to be studied, recommended teaching procedures, a teacher's bibliography, and illustrative materials for classroom use. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 50 for price.

87. ED 013 822
A Curriculum for English: Student Packet, Grade 9. 1965. EDRS Price: MF-$1.25 HC not available from EDRS. 336pp.

The first unit of the student packet for grade nine is a study of the relationships which exist between author and audience and an examination of the epigram, limerick, parable, fable, and ode. With this background, students consider "On Avarice" and Animal Farm as examples of formal and Menippean satire, anticipating later study of Augustan satire. To understand "the idea of a play," students examine The Frogs, The Knight of the Burning Pestle, and Our Town, representing Greek, Renaissance, and modern drama respectively. The "Comedy" unit, including Arms and the Man, Twelfth Night, and Green Pastures, extends this study of drama. The Odyssey, exemplifying the epic, and two mock epics--The Owl and The Wind in the Willows--relate to the "Epic Hero" and "Satire" units studied previously. Language-composition units include (1) "Dialect," (2) "Phonology," introducing the concepts of stress, pitch, and juncture, (3) "Syntax and the Rhetoric of the Sentence," concerned primarily with students' revision of their writing, and (4) "The Uses of Language"--imaginative, expressive, directive, cohesive, informative, and contractive. All units contain overviews, study and discussion questions, composition topics, and texts of literary works not in core texts used with the packet. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 50 for price.

88. ED 013 823
A Curriculum for English: Teacher Packet, Grade 10. 1965. EDRS Price: MF-$1.00 HC not available from EDRS. 257pp.

The literature program for grade ten emphasizes man's conception of the world--his picture of nature, of society, and of moral law--and how these three concepts are presented in literature. Units cover the following topics: (1) "Man's Picture of Nature," (2) "The Leader and the Group," (3) "Sin and Loneliness," and (4) "Tragedy." The focus of the language and composition program is on "macro-rhetoric,", that is, the Aristotelian concepts of organization which consider the "speaker," the audience, the subject matter, and the relationships among them. The tenth-grade language units relate to the units in previous packets on the rhetoric of the word, of figurative language, of the sentence, and of the paragraph and look forward to formal rhetorical considerations in later grades. Specific rhetorical exercises to reinforce concepts learned in the language units are presented with each of the literature units. Introductions to unit materials, bibliographies for teachers, supplementary student reading lists, and suggestions for teaching procedures and audiovisual aids are also included in the packet. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 50 for price.

89. ED 013 824
A Curriculum for English: Student Packet, Grade 10. 1965. EDRS Price: MF-$1.25 HC not available from EDRS. 314pp.

The student packet for grade 10 begins with four units on literature, each stressing an aspect of man's conception of the world. Through a study of the literature of several cultures, written at various times, students first consider "Man and Nature: Man's Picture of Nature." The second unit, "Man and Society: The Leader and the Group," attempts to teach students that leadership is the product of an interaction between particular men and particular societies, and that it reflects certain ideals about those societies. An examination of the theme of "Sin and Loneliness" and its relationship to man's view of the world as seen through moral law comes next. In this unit, such works as Hardy's The Return of the Native and Steinbeck's The Pearl are read. Finally, the unit on "Tragedy" synthesizes and relates all the previous grade-level units through the study of Sophocles' Oedipus the King, Marlowe's Doctor Faustus, and Synge's Riders to the Sea. The language units, "The Rhetoric of the Sentence" and "Rhetoric: Induction and the Whole Composition," are transitional between the study of syntax in previous grade units and the investigation of formal rhetorical considerations in the 11th and 12th grades. Units contain overviews and background material, reading and discussion questions, composition assignments, supplementary reading lists, language exercises, and literary selections not readily available in textbooks. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 50 for price.

90. ED 013 825
A Curriculum for English: Teacher Packet, Grade 11. 1965. EDRS Price: MF-$1.25 HC not available from EDRS. 309pp.

Units in the teacher packet for the 11th-grade Nebraska English Curriculum are organized around three major themes in American literature: man and nature, man and moral law, and man and society. The man and nature theme is examined in two units: "Individualism and Idealism: Spiritual Autobiography" and "The Search for Form." The former unit, an extension of the 10th-grade study of "Romantics," focuses on qualities of American Transcendentalism, and the latter considers literary works--Cather's My Antonia and Frost's poems--which are "outside the framework of any fixed genre." "Man and Society: American Materialism," is an extension of the ninth-grade satire unit and includes works concerned with the effect of materialism upon the American conscience. Composition units are (1) "The Rhetoric of the Short Units of Composition: The Rhetoric of the Paragraph" and (2) "The Meaning of a Whole Composition: Ambiguities, Analogies, Contraries." Units include thematic overviews, background materials, explications of selected works, bibliographies of supplementary readings, and composition exercises. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 51 for price.

91. ED 013 826
A Curriculum for English: Student Packet, Grade 11. 1965. EDRS Price: MF-$1.25 HC not available from EDRS. 322pp.

The 11th-grade course of study in American literature presented in the student packet begins with a unit entitled "Individualism and Idealism" in which students analyze spiritual autobiographies by Emerson, Thoreau, Whitman, and Dickinson. Next, the theme of sin and loneliness as it limits individualism is explored in The Scarlet Letter, Billy Budd, The Adventures of Huckleberry Finn, and The Unvanquished. Babbitt, The Great Gatsby, and The Waste Land provide the basis for a consideration of satire which exposes materialism and conformity. Cather and Frost are studied in My Antonia, "The Witch of Coos," and "Nothing Gold Can Stay" as writers who search for a form intrinsic in their subjects. Literature units stress evaluation of the writers' concepts and purposes, analysis of structural techniques employed, and explication of the literary works. Language units emphasize the rhetoric of the paragraph and the mastery of diction in essay-writing. Study helps include overviews, introductory essays, writing exercises, reading and discussion questions, and literary selections not readily available in textbooks. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 51 for price.

92. ED 013 827
A Curriculum for English: Teacher Packet, Grade 12. 1965. EDRS Price: MF-$1.00 HC not available from EDRS. 229pp.

The teacher packet for the 12th-grade program comprises, through the study of selected works, a survey of English literary periods from the Renaissance to the 20th century. Units are provided in the following areas: (1) "Senecan Revenge Tragedy: Thyestes, The Spanish Tragedy, and Hamlet," (2) "The Christian Epic: The Faerie Queene, Book I, and Paradise Lost," (3) "The New Enlightenment World: Augustan Satire," (4) "The Romantic Revolution: Ode, Sonnet, Allegorical Romance," and (5) "The Class System: Three 19th Century Views." The unit themes evolve from man's view of the world--his relationship to nature, to society, and to moral law. Furthermore, materials studied in previous packets are assumed to be part of the students' and teacher's literary background, so that the unit on "The Christian Epic," for example, relies on knowledge of the epic genre studied earlier. Included in the packet are introductions and aids to unit materials, bibliographies for teachers, supplementary student reading lists, and suggestions for teaching procedures and audiovisual aids. The language and composition units for the teacher packet, emphasizing the rhetoric of paragraphs, themes, and deduction, are not yet available. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 51 for price.

93. ED 013 828
A Curriculum for English: Student Packet, Grade 12. 1965. EDRS Price: MF-$2.75 HC not available from EDRS. 540pp.

The literature program of the grade 12 student packet consists of a selective survey of English literature from the Renaissance to the 20th century. It begins with a unit on Shakespearean tragedy in which students read revenge tragedies--Seneca's Thyestes and Kyd's The Spanish Tragedy--as preparation for the reading of Hamlet. The second unit, "The Christian Epic," relies on readings in previous packets for background on the epic and centers on Book I of Spenser's The Faerie Queene and Milton's Paradise Lost. The next two units, on Augustan satire, are designed to help students understand man's relationship to society in the New Enlightenment world. The unit entitled "The Writer as Rebel and Prophet" provides material for the analysis of the Romantic Rebellion and its poetic manifestations in the ode, the sonnet, and the allegorical romance. In the final literature unit, three views of the 19th-century English class system as seen in Pride and Prejudice, Great Expectations, and the The Mayor of Casterbridge are examined. The language and composition program culminates the students' study of rhetoric through the examination of the grammatical system, the conceptual patterns of the paragraph and larger units, and the importance of deductive logic in composition. Units include informative overviews and introductory materials, study and discussion questions, composition topics, exercises, and literary selections not readily available in textbooks. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 51 for price.

Available from the University of Nebraska Press (Grades 1-7)*

Elementary

A Curriculum for English: Grade 1 through A Curriculum for English: Grade 6, $1.25 each.

Language Explorations for Elementary Grades, $1.25.

Poetry for Elementary Grades, $1.25.

*University of Nebraska Press
215 Nebraska Hall
Lincoln, Nebraska 68508

Grade 7

	Teacher Manual	Student Manual
First Book--Making of Stories; Meaning of Stories, Unit 71-72	86pp., $4.50	128pp., $1.70
Second Book--Language; Form Classes, Spelling, Dictionary, Unit 77-79	250pp., $7.00	108pp., $..60
Third Book--Classical Myth, Hebrew Stories, American Indian, Stories of the American West, Unit 73-76	224pp., $7.00	204pp., $1.90

Available from the University of Nebraska Curriculum Center (Grades 8-12)*

Grade 8

	Teacher Manual	Student Manual
General Introduction	$ .10	
The Making of Heroes: The Nobleman in Western Culture	.45	.55
The Journey Novel Hero: The Picaro	.70	1.00
The Historical Novel	.65	1.00
The Epic Hero: Beowulf and The Song of Roland	.50	.85
The Heritage of the Frontier	.25	.30
Syntax (Form Classes, Grade 7, is the background to this unit.)	1.25	.75
The History of the English Language	.15	.55
Words and Their Meanings	1.35	1.00

*Nebraska Curriculum Development Center
231 Andrews Hall
The University of Nebraska
Lincoln, Nebraska 68508

Grade 9

	Teacher Manual	Student Manual
General Introduction	$ .05	
The Kinds: Attitude, Tone and Perspective	.45	.55
Satire: Formal and Menippean	.40	.65
The Idea of a Play: The Greek, the Renaissance, the Modern	.35	.25
Comedy	.60	1.00
The Epic Form: The Odyssey	.80	.60
Dialect	.50	.30
Phonology	.40	.15
Syntax and the Rhetoric of the Sentence	.20	.75
Uses of Language	.75	.85

Grade 10

	Teacher Manual	Student Manual
General Introduction to the Units for the Tenth Grade	$ .20	
Man and Nature: Man's Picture of Nature	.30	1.00
Man and Society: The Leader and the Group	.50	.85
Man and Moral Law: Sin and Loneliness	.45	.85
Man, Society, Nature and Moral Law: Tragedy	.65	.80
The Rhetoric of the Short Units of Composition: The Rhetoric of the Sentence	.80	.35
Rhetoric: Induction and the Whole Composition	.90	1.00

Grade 11

	Teacher Manual	Student Manual
Man and Nature: Individualism and Idealism: Spiritual Autobiography	$1.50	$ .65
Man and Moral Law: Sin and Loneliness: Allegory	.85	.85
Man and Society: American Materialism: Satire	1.00	.50
Man and Nature: The Search for Form	1.50	.55
The Rhetoric of the Short Units of Composition: The Rhetoric of the Paragraph	.55	.55
The Meaning of a Whole Composition: Ambiguities, Analogies, Contraries	.85	1.00

Grade 12

	Teacher Manual	Student Manual
Man, Society, Nature and Moral Law: Justice in History: Shakespearean Tragedy	$ .70	$ .65
Man and Moral Law: Sin and Loneliness: Christian Epic	.85	.50
Man and Society: The New Enlightenment World: Augustan Satire	1.15	
Part I (Student)		1.00
Part II (Student)		.50
Man and Nature: The Romantic Revolution: Ode, Sonnet, Allegorical Romance	.65	1.50
Man and Society: The Class System, Three 19th-Century Views: The Class Novel	.50	.85
Rhetoric: Grammatical System and Conceptual Pattern: The Rhetoric of Paragraphs and Longer Units	*	1.00
Rhetoric: Deduction and Composition	*	1.00

*Absence of price indicates that this item is not yet available.

NEW YORK UNIVERSITY

Neil Postman, Director

94. Films developed by the Linguistics Demonstration Center at New York University (Neil Postman, Director) concern new ideas, materials, and methods for linguistics programs at the junior and senior high school level. Kinescopes of the following four films are available at a cost of approximately $100 per print.

1. Who Determines What Is Right in Language? (60 minutes. Neil Postman, teacher)
2. How Does a Word Mean? (60 minutes. Neil Postman, teacher)
3. Question Asking (45 minutes. Alan Shapiro, teacher)
4. On Defining (45 minutes. Alan Shapiro, teacher)

Persons interested in purchasing prints of these kinescopes should write directly to WNDT, Channel 13, 304 W. 58th Street, New York, New York 10019.

NORTHERN ILLINOIS UNIVERSITY

Andrew MacLeish, Director

95. ED 015 173
MacLeish, Andrew, and William R. Seat, III. Materials and Methods for Teaching Structural and Generative Grammar to High School Students and Their Teachers. Final Report. 1967. EDRS Price: MF-$0.50 HC-$4.84. 121pp.

From 1965 through 1967, the Northern Illinois University Curriculum Center was engaged in developing workable materials in structural and transformational grammars for the 11th and 12th grades and in investigating the effect of instruction in these upon student writing and upon student and teacher attitudes toward the study of linguistics. After analyzing grammar textbooks and studying phonology, morphology, and transformational syntax, 15 experienced teachers developed teaching units on Phonology, Morphology, History of the Language, and Transformational Grammar. The effect of instruction in the new grammars on student writing was inconclusive. However, research did reveal that these grammars can (1) be taught successfully in senior high school, by teachers whose training was in traditional grammar, to both those students who are thoroughly indoctrinated in traditional grammar and to those who know little grammar, (2) be incorporated into the study of literature, traditional grammar, and composition and correlated with foreign language and speech, (3) make students more sensitive to their language--its structure and their own writing errors, (4) show teachers explicit and unambiguous ways to help students eliminate errors, and (5) motivate students and teachers to further English language study. These findings indicate that most of the materials could be introduced earlier in the school curriculum.

96. ED (See Oct. 68 RIE) TE 000 261
Morphology: Material for Incorporation in Curricula of Grades 11 and 12. 1966. EDRS Price: MF-$0.50 HC-$4.68. 115pp.

This unit is planned to complement the grammar which 11th- and 12th-grade students already know and to enrich their understanding of the English language. Though not primarily an introduction to the parts of speech, the unit provides sections on nouns, verbs and auxiliaries, adjectives, adverbs, conjunctions, subordinators, sentence connectors, pronouns, and qualifiers. The unit also contains (1) a diagnostic test on the parts of speech, (2) a lesson plan to introduce morphemics, (3) an introduction to vocabulary study, (4) a section on derivational suffixes, (5) a lesson using the parts of speech in teaching the essay of definition, (6) an introduction to a 12th-grade unit on the parts of speech and formal definition, and (7) a test on phonology, morphology, and syntax. Parts or all of this unit can be used (1) preceding or following a unit on syntax, (2) following a unit on phonology, (3) in an honors senior English class, or (4) to enrich a program for superior students.

97. ED (See Oct. 68 RIE) TE 000 262
History of the Language: Material for Incorporation in Curricula of Grades 11 and 12. 1966. EDRS Price: MF-$0.50 HC-$4.56. 112pp.

This curriculum guide consists of four units to be incorporated into the curricula of grades 11 and 12: (1) The History of the Sounds of English, (2) The Development of the Grammatical Signals of Modern English, (3) The Historical Development of English Spelling, and (4) Etymology. Included with each of the units are (1) objectives, (2) an explanatory note to the teacher, (3) suggested teaching situations to which the unit can be adapted, (4) daily lesson plans, (5) a description of relevant audiovisual materials, and (6) a bibliography. Lessons deal with Grimm's Law, the Great Vowel Shift, some historical explanations for the present chaos in spelling, the analysis of the origin of words, and characteristics of Indo-European, Germanic, and Old, Middle, and Modern English.

98. ED (See Oct. 68 RIE) TE 000 263
Phonology: Teaching Units for Incorporation in Curricula of Grades 11 and 12. 1966. EDRS Price: MF-$0.75 HC-$6.40. 158pp.

The general objective of these units on segmental and suprasegmental phonemes is to help 11th- and 12th-graders to discover, through an understanding of phonological principles, the systems underlying their own language. Specific language-skill objectives are the improvement of (1) spelling, (2) punctuation, by considering stress, pitch, and juncture, (3) usage, (4) understanding of grammatical relationships, and (5) ability to read imaginative literature, as well as expository prose. Included for the units are an overview of phonemics for study by the teacher, daily lesson plans, and resource materials for a possible 6-week extension of the units. Alternate lesson plans, exercises, tests, an annotated bibliography, a glossary, and a section on suggested audiovisual aids are included.

NORTHWESTERN UNIVERSITY

Wallace W. Douglas, Director

99. ED 010 841
Douglas, Wallace W. Curriculum Study Center in English Composition (Revised). 1967. EDRS Price: MF-$0.75 HC-$6.16. 154pp.

Basing its work on investigation of school practices and analysis of the writing process of children, the Northwestern Curriculum Study Center developed a curriculum in composition for the lower secondary grades. The lessons developed for the seventh and eighth grades had their basis in Pestalozzian object teaching which stresses specificity and concreteness. In the ninth- and tenth-grade lessons, observation was extended to reflection. These principles were also the basis for the formulation of special sets of lessons for use with disadvantaged fourth-grade children. Throughout, the lessons were planned as illustrations of the various stages of the writing process, especially those prior to the actual writing down of words. Observation and testimony suggested that this approach leads children into making writing a meaningful part of their experience. Included in the report were the organizational format of the curriculum center, a visitation calendar, curriculum center bulletins, lists of cooperating schools and personnel, and reports on related projects of the center.

100. ED 016 644
Lessons in the Writing Process. 1965. EDRS Price: MF-$1.50 HC-$14.16. 352pp.

Motivating students to write, through instruction in journalistic prose, is the primary aim of this ninth-grade curriculum guide. It contains four units: "An Introduction to the Writing Process" (three lessons), "The Journalistic Report" (five lessons), "The Journalistic Analysis" (eleven lessons), and "The Journalistic Evaluation" (ten lessons). Both general descriptions of lesson plans and the actual lesson plans are provided for the units on analysis and evaluation, whereas only lesson plans are included for the introductory and report units. Lesson plans include objectives, bibliographic citations for recent articles from magazines and newspapers, suggested preliminary planning activities and classroom procedures for the teacher, and suggested activities and assignments for the student.

101. ED 016 645
Lessons in the Basic Processes in Composition. 1965. EDRS Price: MF-$1.75 HC-$16.44. 409pp.

The seventh- and eighth-grade units contained in this guide provide a sequential study of composition with emphasis upon diction. The seventh-grade unit (ten lessons) deals with the processes of observation, classification, individualization, revision, and author intention. The eight lesson unit for the eighth grade is concerned with writing about sensory impressions. All lessons are composed of exercises wherein students are asked to examine writing models by professional authors and write original compositions. Objectives, procedures, and discussion questions are provided for each exercise, in addition to bibliographic citations which direct the reader to models and other source materials.

*Excerpts of 100, 101, 102 are available from NCTE.

102. ED 016 641
Nesper, Osanna. A Teacher's Experience with Composition. 1965.
EDRS Price: MF-$1.75 HC-$16.44. 409pp.

This course description recounts a fourth-grade teacher's experience of motivating and assisting inner-city slum children to develop composition skills and includes the three units she taught: (1) "Learning to Be Specific" and "Learning to Describe Sense Impressions," (2) "Learning to Describe People," and (3) "Playing with Words." Individual lessons in these units contain statements of specific aims, descriptions of teaching procedures, bibliographic citations of writing models utilized, transcriptions or summaries of teacher-class dialogues preliminary to writing, and reprints of group and individually authored student compositions. A general introduction by Wallace W. Douglas and the author's introductions to individual units provide the reader with guidance in understanding the rationale of the instruction and in interpreting the student compositions.

103. ED 016 643
Papers on Composition. EDRS Price: MF-$0.75 HC-$6.40. 158pp.

The scope of the Northwestern University Curriculum Center's research program in teaching composition to the beginning writer is defined in the eight papers comprising this collection. The topics for the papers are (1) limiting the aims of teaching composition in the seventh and eighth grades to include only narrative and descriptive writing and elementary persuasion, (2) steps in the basic writing process, (3) the need for the writer to establish a voice or "persona" for a particular audience, (4) the classification of types of prose in a new way--practical, journalistic, and academic, (5) the use of literary models and images to improve writing, (6) important questions to be asked when judging written composition, (7) teaching usage in the composition class, and (8) a five-point system by which writing maturity in descriptive essays can be objectively evaluated.

104. ED 016 642
Writer and Audience. 1966. EDRS Price: MF-$0.50 HC-$4.80. 118pp.

This two-unit teaching guide for secondary school composition is designed to help students become aware of the decisions involved in establishing a voice or "persona" and of the effect these decisions have on the image that is projected to an audience. An introduction contains a rationale and suggested teaching procedures for developing skill in producing a persona and in identifying an audience. Unit I, "Identifying the Writer," compares a varied selection of personae in four lessons: (1) how character is revealed in plays, (2) how the author strikes a pose, (3) how the persona defines vision in poetry and in mass media, and (4) how student writers assume personae. Unit II, "Identifying the Audience," includes five lessons: (1) how one process is described differently for four different audiences, (2) how a particular style can produce a particular kind of audience and imitators, (3) how one theme is developed through several different materials, (4) how personae can adapt to various audiences, and (5) how public men project their personae for a particular purpose. Each unit presents study notes and writing problems developed around writing models which range from recent magazine or newspaper articles and student writing to poetry and excerpts from plays. Writing models are cited but not reprinted.

OHIO STATE UNIVERSITY*

Donald R. Bateman and Frank J. Zidonis, Directors

105. ED 001 241
Bateman, Donald R., and Frank J. Zidonis. The Effect of a Knowledge of Generative Grammar upon the Growth of Language Complexity. 1964. EDRS Price: MF-$0.75 HC-$5.72. 141pp.

The effect of grammar on composition skills was investigated. The type of grammar under experiment is "generative" grammar which is concerned with the psychological process of producing sentences. In this study generative grammar was taught to ninth- and tenth-grade students. There were several specific questions guiding this study: Can high school pupils learn to apply the rules of a generative grammar in their writing? Can their repertoire of grammatical structures be increased by a study of generative grammar? To what extent will the proportion of well-formed sentences increase in pupil writing over the 2-year period? What kind of error will occur in student writing, and to what extent will such errors increase or diminish over the 2-year period? Several conclusions were drawn: First, high school students can learn the principles of generative grammar relatively easily because of its consistency, specificity, and relevance to well-formed sentence production. Second, a knowledge of generative grammar enables students to increase significantly the proportion of well-formed sentences they write. Third, it is suggested, but not proved, that there is a relation between a knowledge of generative grammar and an ability to produce well-formed sentences of greater structural complexity. Finally, a knowledge of generative grammar can enable students to reduce the occurrence of errors in their writing.

106. ED(See Sept. 68 RIE) TE 000 372
Bateman, Donald R., and Frank J. Zidonis. The Effect of a Study of Transformational Grammar on the Writing of Ninth and Tenth Graders. 1966. EDRS Price: MF-$0.25 HC not available from EDRS. 55pp.

An experiment was conducted, over a 2-year period, at the Ohio State University School to test the possible effects of a study of a generative grammar on student compositions. In addition to the regular curriculum, an experimental class of 50 ninth-graders (and tenth-graders the following year) was required to learn transformational-generative grammatical materials prepared by the investigators. Samples of writing by both the experimental and control classes were collected during the first 3 months of the project and in the last 3 months of the 2-year period. These were analyzed for (1) structural complexity, (2) the proportion of well-formed to malformed sentences, and (3) the trend in the frequency and kinds of misoperations that occurred. Results of this analysis indicate that a knowledge of generative grammar (1) enables students to increase significantly the proportion of well-formed sentences in their writing, (2) seems to enable students to increase the complexity without sacrificing the grammaticality of their sentences, and (3) can enable students to reduce the number of errors in their writing. Because the logic of generative grammar seems to represent the psychological process of sentence formation, its study helps the student overcome the difficulties of writing with grammatical effectiveness. (This report--a condensation of the final report, ED 001 241--is available from NCTE for $1.00.)

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*The Ohio State project entered its final stage, materials writing, in the summer of 1968, and language units should be completed by the summer of 1969.

UNIVERSITY OF OREGON

Albert Kitzhaber, Director

General

107. ED 010 129

Kitzhaber, Albert. A Curriculum in English, Grades 7-12: Descriptive Essays by the Staff of the Oregon Curriculum Study Center. 1965. EDRS Price: MF-$0.50 HC-$2.56. 64pp.

This brief description of the work of the Oregon Curriculum Study Center includes three essays describing in detail the literature, language, and rhetoric curriculum under development. These essays are intended for the professional reader, not the secondary student. Primary emphasis is on the description of the experimental curriculum for grades 7-10, since the curriculum for 11 and 12 were still being written at the time of this report. Copies are available for $.50 from the Modern Language Association, 62 Fifth Avenue, New York City, New York 10011.

108. ED 015 895

Kitzhaber, Albert. A Sequential Curriculum in Language, Reading, and Composition (Oral and Written), Grades 7 through 12. 1967. EDRS Price: MF-$0.50 HC-$3.92. 96pp.

The Oregon Curriculum Study Center, with the cooperation of staff members of the University of Oregon and teachers from seven school systems in Oregon and Washington, have written and tested an experimental curriculum in English for grades 7-12 for approximately the upper 70 percent of students. The curriculum consists of experimental textbooks in language (general linguistic material and transformational grammar), literature, and rhetoric (oral and written composition). A principal objective of the Center was to develop a curriculum characterized by intellectual integrity of content and by an ordered sequence based on concepts relevant to the subject matter being presented. The curriculum in transformational grammar offered no difficulties in this respect, since as a scientific discipline it is rigorously logical and sequential. The literature curriculum is organized around the terms subject, form, and point of view, which, in accordance with Bruner's theory of the spiral, are presented through simple applications in the early years and progressively more complex ones in the later years. The rhetoric curriculum is similarly ordered around the concepts of substance, structure, and style. The Center developed a pattern of retraining teachers so as to equip them to teach new subject matter and employ new teaching methods. It also produced a battery of tests to determine student performance in the new curriculum.

Seventh Grade--Rhetoric

109. ED 010 130

Kitzhaber, Albert. Orientation, Finding and Developing Ideas, Rhetoric of the Sentence, Diction: Rhetoric Curriculum I, Student Version. 1965. EDRS Price: MF-$0.50 HC-$2.40. 60pp.

This student study guide for a seventh-grade rhetoric curriculum suggests activities for (1) an orientation unit to make students aware of language purpose, (2) a unit on finding and developing ideas, (3) a unit on the rhetoric of the sentence, and (4) a unit on diction.

110. ED 010 131

Kitzhaber, Albert. Orientation, Finding and Developing Ideas, Rhetoric of the Sentence, Diction: Rhetoric Curriculum I, Teacher Version. 1965. EDRS Price: MF-$0.25 HC-$1.60. 40pp.

This teacher guide for the seventh-grade rhetoric curriculum is comprised of (1) an orientation unit to make students aware of language purpose, (2) a unit on finding and developing ideas, (3) a unit on the rhetoric of the sentence, and (4) a unit on diction.

111. ED 015 922

Kitzhaber, Albert. Rhetoric Curriculum I: Tests for "Orientation Unit" and "Finding and Developing Ideas, Parts 1, 2, and 3." EDRS Price: MF-$0.25 HC-$0.68. 15pp.

These two tests were designed to accompany ED 010 130 and ED 010 131.

112. ED 010 132

Kitzhaber, Albert. Handbook for Seventh- and Eighth-Grade Work in Speech: Rhetoric Curriculum, Teacher Version. 1965. EDRS Price: MF-$0.25 HC-$0.68. 17pp.

The teacher handbook for the seventh- and eighth-grade speech curriculum contains discussions of (1) effective and confident speaking, (2) opportunities, assumptions, and speech assignments, (3) criteria for evaluating speech accomplishments, and (4) standards and guidelines for criticizing speeches given by students. An appendix on the use of speech evaluation criteria for teaching listening is provided as well as a bibliography containing 41 references for speech instruction.

Seventh Grade--Literature

113. ED 010 135
Kitzhaber, Albert. Orientation to Literature, Ballads, Orientation, Traditional Ballad, Literary Ballad, Book of Ballads: Literature Curriculum I, Student Version. 1965. EDRS Price: MF-$0.25 HC-$1.80. 45pp.

This student study guide for the seventh-grade literature curriculum gives background information, questions, and activities for units on: (1) orientation to literature, (2) traditional ballads, and (3) literary ballads. A book of ballad reference is also included.

114. ED 010 136
Kitzhaber, Albert. Orientation to Literature, Ballads, Orientation, Traditional Ballad, Literary Ballad, Book of Ballads: Literature Curriculum I, Teacher Version. 1965. EDRS Price: MF-$0.50 HC-$2.92. 73pp.

This teacher guide for the seventh-grade literature curriculum includes assignment descriptions having easy, medium, and difficult questions and activities. The guide also contains a bibliography and list of recordings suitable for presenting the units on orientation to literature, traditional ballads and literary ballads, and a ballad supplement.

115. ED 015 923
Kitzhaber, Albert. Literature Curriculum I: Tests for "Orientation," "Traditional Ballad," and "The Literary Ballad." EDRS Price: MF-$0.25 HC-$1.16. 27pp.

These three tests were designed to accompany ED 010 135 and ED 010 136.

116. ED 010 137
Kitzhaber, Albert. Fables, Parables, Short Stories: Literature Curriculum I, Student Version. 1965. EDRS Price: MF-$0.25 HC-$2.28. 57pp.

The student study guide for the seventh-grade curriculum on fables, parables, and short stories includes background information, study questions, and exercises for each unit.

117. ED 010 138
Kitzhaber, Albert. Fables, Parables, Short Stories: Literature Curriculum I, Teacher Version. 1965. EDRS Price: MF-$0.25 HC-$1.92. 48pp.

This teacher guide for the seventh-grade literature curriculum provides background information, assignment descriptions, and suggested activities and discussions for the units on fables, parables, and short stories.

118. ED 015 294
Kitzhaber, Albert. Literature Curriculum I: Tests for "Short Story," and "Fables, Proverbs, and Parables." EDRS Price: MF-$0.25 HC-$0.84. 19pp.

These two tests were designed to accompany ED 010 137 and ED 010 138.

119. ED 010 139
Kitzhaber, Albert. Myths: Literature Curriculum I, Student Version. 1965. EDRS Price: MF-$0.50 HC-$2.60. 65pp.

The student study guide for the seventh-grade curriculum on myths includes introductory material on Greek myths, Norse mythology, and American Indian mythology. Study questions, suggested activities, and a reference book of myths is also included.

120. ED 010 140
Kitzhaber, Albert. Myths: Literature Curriculum I, Teacher Version. 1965. EDRS Price: MF-$0.25 HC-$2.04. 51pp.

The teacher guide for the seventh-grade literature curriculum on myths includes background information related to myths of creation, changes in nature, heroes, and adventure. Suggestions for motivating students; appropriate discussion questions, activities, and exercises; and suggested references for supplementary reading are also included.

121. ED 015 925
Kitzhaber, Albert. Literature Curriculum I: Test for "Myths." EDRS Price: MF-$0.25 HC-$0.52. 11pp.

This test was designed to accompany ED 010 139 and ED 010 140.

Seventh Grade--Language*

122. ED 010 145
Kitzhaber, Albert. Grammaticality and Phrase Structure Rules 1-12: Language Curriculum I, Student Version. 1965. EDRS Price: MF-$0.50 HC-$3.32. 83pp.

This student study guide for the seventh-grade language curriculum includes background information about language purpose and structure and discussions of English sentence structure, English grammar, and symbols of linguistics. Appropriate exercises are included to afford practice with 12 phrase structure rules and their linguistic symbols.

*122, 123, 125, and 126 are also available from NCTE. See Appendix.

123. ED 010 146
Kitzhaber, Albert. *Teacher's Manual for Grammaticality and Phrase Structure Rules 1-12: Language Curriculum I*. EDRS Price: MF-$0.50 HC-$4.20. 105pp.

The guide for teaching grammaticality and phrase structure rules in the seventh-grade language curriculum includes detailed background information, exercises, and questions. Twelve phrase structure rules with linguistic symbols were presented with explanations for use. Appropriate exercises were discussed requiring use of the rules and symbols.

124. ED 015 926
Kitzhaber, Albert. *Language Curriculum I: Language Test 1, "Phrase Structure Rules, 1-6" and Language Test 2, "Phrase Structure Rules, 7-12*." EDRS Price: MF-$0.25 HC-$0.76. 17pp.

These two tests were designed to accompany ED 010 145 and ED 010 146.

125. ED 010 147
Kitzhaber, Albert. *Phrase Structure Rules 13-18: Language Curriculum I, Student Version*. 1965. EDRS Price: MF-$0.25 HC-$1.28. 32pp.

This seventh-grade student guide discusses six phrase structure rules. Linguistic symbols and appropriate instruction and exercises are included. Twelve additional rules were discussed in ED 010 145 and ED 010 146, and a review unit of the 18 phrase structure rules is reported in ED 010 152.

126. ED 010 148
Kitzhaber, Albert. *Teacher's Manual for Phrase Structure Rules 13-18: Language Curriculum I*. 1965. EDRS Price: MF-$0.25 HC-$1.68. 42pp.

The teacher's manual for phrase structure rules 13-18 in the seventh-grade curriculum incorporates discovery techniques and symbology in addition to the 12 phrase structure rules discussed in ED 010 146. A review unit on the 18 phrase structure rules is included in ED 010 152.

127. ED 015 927
Kitzhaber, Albert. *Language Curriculum I: Language Test 3, "Phrase Structure Rules, 13-18*." EDRS Price: MF-$0.25 HC-$0.60. 13pp.

This test was designed to accompany ED 010 147 and ED 010 148.

128. ED 010 149
Kitzhaber, Albert. *Varieties of English, Using the Dictionary: Language Curriculum I, Student Version*. 1965. EDRS Price: MF-$0.25 HC-$1.20. 30pp.

This student study guide for the seventh-grade language curriculum includes background information and related exercises on regional dialects, social dialects, and functional varieties of English. A unit on using the dictionary is described and review materials for each of the two units covered in the guide are included.

129. ED 010 150
Kitzhaber, Albert. Varieties of English, Using the Dictionary: Language Curriculum I, Teacher Version. 1965. EDRS Price: MF-$0.25 HC-$1.44. 36pp.

This teacher guide for the seventh-grade language curriculum contains background information, an annotated bibliography, teaching method descriptions, and exercises for the units on varieties of English and using the dictionary. Related assignments in speech and composition are also included.

130. ED 015 928
Kitzhaber, Albert. Language Curriculum I: Test for "Varieties of English." EDRS Price: MF-$0.25 HC-$0.28. 5pp.

This test was designed to accompany ED 010 149 and ED 010 150.

Eighth Grade--Rhetoric

131. ED 010 134
Kitzhaber, Albert. Finding and Developing Ideas, Rhetoric of the Sentence: Rhetoric Curriculum II, Teacher Version. 1965. EDRS Price: MF-$0.25 HC-$0.52. 13pp.

This teacher guide for the eighth-grade rhetoric curriculum gives suggestions, background information, and lessons appropriate for: (1) finding and developing ideas, and (2) rhetoric of the sentence.

132. ED 015 929
Kitzhaber, Albert. Rhetoric Curriculum II: Tests for "Finding and Developing Ideas, Parts 1, 2, 3, and 4" and "Finding and Developing Ideas, Parts 5, 6, 7, and 8." EDRS Price: MF-$0.25 HC-$0.72. 16pp.

These two tests were designed to accompany ED 010 134.

Eighth Grade--Literature

133. ED 010 141
Kitzhaber, Albert. Literature Reorientation, Travel Literature, Narrative Poetry: Literature Curriculum II, Student Version. 1965. EDRS Price: MF-$0.25 HC-$1.64. 41pp.

This student guide for the eighth-grade literature curriculum was designed to include analysis of plot, form, and viewpoint of literature which would appeal to eighth-grade students. Literature passages, study questions, and suggested activities are included for use in units on (1) literature reorientation (reviewing Literature Curriculum I, developed for seventh-grade use), (2) travel literature, and (3) narrative poetry.

134. ED 010 142
Kitzhaber, Albert. Literature Reorientation, Travel Literature, Narrative Poetry: Literature Curriculum II, Teacher Version. 1965. EDRS Price: MF-$0.25 HC-$2.32. 58pp.

This teacher guide for the eighth-grade literature curriculum was designed to develop an analytical approach to literature which appeals to eighth-grade students. Background discussions related to analysis of plot, form, and viewpoint are presented and explanations, study questions, and suggested activities having graded levels of difficulty are included for each unit.

135. ED 015 930
Kitzhaber, Albert R. Literature Curriculum II: Tests for "Reorientation," "Travel Literature," and "Narrative Poetry." EDRS Price: MF-$0.25 HC-$1.16. 27pp.

These three tests were designed to accompany ED 010 141 and ED 010 142.

136. ED 010 143
Kitzhaber, Albert. The Novel, the One-Act Play, Nonstoried Forms: Literature Curriculum II, Student Version. 1965. EDRS Price: MF-$0.50 HC-$2.84. 71pp.

This student guide for the eighth-grade language curriculum includes studies of chapters from The Call of the Wild and The Pearl and the study of one-act plays (A Night at an Inn and Trifles) in addition to units of study on literature form involving either definition, example, comparison, or contrast. Background information for each unit is discussed and passages graded for difficult, intermediate, and simple assignments are presented with questions and exercises at each level.

137. ED 010 144
Kitzhaber, Albert. The Novel, the One-Act Play, Nonstoried Forms: Literature Curriculum II, Teacher Version. 1965. EDRS Price: MF-$0.50 HC-$4.80. 120pp.

This teacher guide for the eighth-grade literature curriculum includes background information and suggestions for literature study. The Call of the Wild and The Pearl are analyzed on a chapter-by-chapter basis and two one-act plays, A Night at an Inn and Trifles,are included for treatment. Three study units are presented which deal with the study of nonstoried forms (definition, example, and contrast and comparison).

138. ED 015 931
Kitzhaber, Albert. Literature Curriculum II: Tests for "The Call of the Wild" and "The Pearl." EDRS Price: MF-$0.25 HC-$0.64. 14pp.

These two tests were designed to accompany ED 010 143 and ED 010 144.

Eighth Grade--Language

139. ED 010 151
Kitzhaber, Albert. Review Unit for Phrase Structure Rules: Language Curriculum II, Student Version. 1965. EDRS Price: MF-$0.25 HC-$0.44. 11pp.

This student guide for the eighth-grade language curriculum is a review unit for 18 phrase structure rules which were to be developed in the seventh-grade language curriculum (ED 010 145 and ED 010 146).

140. ED 010 152
Kitzhaber, Albert. Review Unit for Phrase Structure Rules: Language Curriculum II, Teacher Version. 1965. EDRS Price: MF-$0.25 HC-$0.80. 20pp.

This teacher guide for the eighth-grade language curriculum is to be used to review 18 phrase structure rules and linguistic symbols taught in the seventh-grade curriculum (ED 010 146 and ED 010 148).

141. ED 010 153
Kitzhaber, Albert. Expansion of Phrase Structure Rules and Single-Base Transformations: Language Curriculum II, Student Version. 1965. EDRS Price: MF-$0.25 HC-$2.28. 57pp.

This student study manual for the eighth-grade language curriculum is concerned with additional phrase structure rules and single-base transformations and provides explanations, diagrams, and examples for student exercises. (This manual is keyed to the teacher manual--ED 010 154. See also ED 010 151--a guide for 18 phrase structure rules.)

142. ED 010 154
Kitzhaber, Albert. Teacher's Manual for Expansion of the Phrase Structure Rules and Single-Base Transformations: Language Curriculum II. 1965. EDRS Price: MF-$0.50 HC-$3.44. 86pp.

This teacher manual for the eighth-grade language curriculum increases the 18 phrase structure rules discussed previously (ED 010 146, ED 010 148, and ED 010 152); it gives background information and guides for units on phrase structure rules, double-base transformations and single-base transformations. It is keyed to the accompanying student's manual--ED 010 153.

143. ED 015 932
Kitzhaber, Albert. Language Curriculum II: Language Test 4, "Expansion of Phrase Structure Rules" and Language Test 5, "Single-Base Transformations." EDRS Price: MF-$0.25 HC-$0.60. 13pp.

These two tests were designed to accompany ED 010 153 and ED 010 154.

144. ED 010 155
Kitzhaber, Albert. Double-Base Transformations: Language Curriculum II, Student Version. 1965. EDRS Price: MF-$0.25 HC-$1.96. 49pp.

This student manual for the eighth-grade language curriculum provides exercises (with instructions and diagrams keyed to the teacher manual--ED 010 156) for the units on conjunctive and embedding transformations.

145. ED 010 156
Kitzhaber, Albert. Teacher's Manual for Double-Base Transformations: Language Curriculum II. 1965. EDRS Price: MF-$0.50 HC-$2.68. 67pp.

This teacher manual for the eighth-grade language curriculum presents background information using linguistic symbols in discussions of conjunctive transformations (sentence, subject, and verb conjunctions). Embedding transformations which account for the use of adjectives before nouns and which account for possessive constructions are introduced. Student exercises and suggestions for using them are also included.

146. ED 015 933
Kitzhaber, Albert. Language Curriculum II: Language Test 5, "Double-Base Transformations." EDRS Price: MF-$0.25 HC-$0.40. 8pp.

This test was designed to accompany ED 010 155 and ED 010 156.

147. ED 010 157
Kitzhaber, Albert. Sounds of English, Writing Systems: Language Curriculum II, Student Version. 1965. EDRS Price: MF-$0.25 HC-$1.28. 32pp.

This eighth-grade student guide presents background information on English sounds (consonant and vowel phonemes) and a unit on writing systems concerned with: (1) relationships between speech and writing, (2) types of writing (picture, ideographic, and phonetic), and (3) the history of writing. Instructions, exercises, questions for discussion, and related assignments are also included. (This study guide for students is keyed to the teacher's guide--ED 010 158.)

148. ED 010 158
Kitzhaber, Albert. Writing Systems: Language Curriculum II, Teacher Version. 1965. EDRS Price: MF-$0.25 HC-$1.12. 28pp.

This teacher guide for the eighth-grade language curriculum contains background information stressing the distinction between writing and speech, origins of writing, and the Greek alphabet as the source of all Western alphabets. Suggested teaching methods, answers to student exercises (see student guide--ED 010 157), and an annotated bibliography on the history and applications of writing are also included.

149. ED 010 159
Kitzhaber, Albert. Usage Manual: Language Curriculum I and II, Student Version. 1965. EDRS Price: MF-$0.25 HC-$1.52. 38pp.

This student reference manual for the seventh- and eighth-grade language curriculum treats approximately 100 grammar usage items. An accompanying manual is available for teachers (ED 010 160).

150. ED 010 160
Kitzhaber, Albert. Usage Manual: Language Curriculum I and II, Teacher Version. 1965. EDRS Price: MF-$0.25 HC-$1.56. 39pp.

This teacher manual on grammar usage contains approximately 100 items which can be profitably treated in the seventh and eighth grade. The contents are arranged alphabetically with a certain amount of cross-references. The manual was built on student knowledge of transformational grammar to integrate it with other aspects of the English curriculum. The accompanying student manual is ED 010 159.

Ninth Grade--Rhetoric

151. ED 010 803
Kitzhaber, Albert. One Day, One Time, One Place: A Unit on Emphasis. It's All in Knowing How: A Unit on Process. Rhetoric Curriculum III, Student Version. EDRS Price: MF-$0.25 HC-$1.84. 46pp.

This study guide, the first part of a ninth-grade rhetoric guide, uses the student's past experience in previous rhetoric courses as a basis upon which to expand his knowledge of semantics and emphasis in writing. Examples are provided of the writing of Mark Twain and Charles Dickens and direct the student to answer discussion questions in writing using his imagination to factually describe geographical locations. The second part of the guide emphasizes the clarity of writing necessary to explain a process or an event.

152. ED 010 804
Kitzhaber, Albert. One Day, One Time, One Place: A Unit on Emphasis. It's All in Knowing How: A Unit on Process. Rhetoric Curriculum III, Teacher Version. EDRS Price: MF-$0.25 HC-$1.24. 31pp.

Writings of Mark Twain and Charles Dickens are referred to in this teacher's guide in rhetoric as examples for reviewing concepts in writing. In the first part, questions follow each example to lead the student to the conviction that each writer writes from what he knows and to suggest a number of ways in which an author may arrange his material and choose his words to achieve his purpose of communication with the reader. In the second part, the emphasis is on expository writing and speaking, having the student combine description with time-order patterns to describe a process. The purpose of each question unit is outlined, and analysis methods and suggestions for possible direction of discussion are incorporated.

153. ED 015 934
Kitzhaber, Albert. Rhetoric Curriculum III: Test for "One Day, One Time, One Place (Emphasis), Part 1, and It's All in Knowing How (Process), Part 2." EDRS Price: MF-$0.25 HC-$0.40. 8pp.

This test was designed to accompany ED 010 803 and ED 010 804.

154. ED 010 805
Kitzhaber, Albert. Words, Meanings, Contexts: A Unit on Semantics. Generally Speaking: A Unit on Generalization. Flight of Fancy: A Unit on Imagined Point of View. Rhetoric Curriculum III, Student Version. EDRS Price: MF-$0.25 HC-$2.16. 54pp.

Studies of semantics, formation of generalizations, and points of view are combined in this three-part study guide for ninth-graders to provide a sound understanding of rhetoric. In the first part, exercises which place words in different contexts are used to show the range of meanings possible for single words. The second part outlines exercises intended to help students relate stated facts to more general and inclusive statements and to provide a logical basis for forming generalizations and qualifications as well as establishing support for them. The third part presents assignments designed to acquaint the student with imagined points of view, human and nonhuman. Such points of view are illustrated through examples of both poetry and prose.

155. ED 010 806
Kitzhaber, Albert. Words, Meanings, Contexts: A Unit on Semantics. Generally Speaking: A Unit on Generalization. Flight of Fancy: A Unit on Imagined Point of View. Rhetoric Curriculum III, Teacher Version. EDRS Price: MF-$0.25 HC-$2.16. 54pp.

Exercises and writing assignments to help students interpret meaning when they read and to make meanings clear and precise when they write or speak form the basis for the instructions suggested in this three-part teacher's curriculum guide on rhetoric for ninth-graders. The first part deals with words, meanings, and contexts and emphasizes semantics as a way to help students write clearly and precisely. The second part deals with principles of forming generalizations. Questions for discussion and assignments for speaking are intended to help the student describe phenomena. Analysis of structural patterns and styles appropriate to different speaking purposes are provided in the exercises. The third part deals with ways and purposes of writing and discussing different points of view. The exercises provide a somewhat less rigid writing experience than the previous materials which demanded conformity to exacting styles and definitions. The exercises are also intended to remind the student, by stimulating his imagination, of the gains possible by respecting other points of view.

Ninth Grade--Literature

156. ED 010 811
Kitzhaber, Albert. "Roughing It," "The Old Man and the Sea," Short Stories. Lyric Poetry. Literature Curriculum III, Student Version. EDRS Price: MF-$0.50 HC-$2.84. 71pp.

This student guide for the ninth-grade literature curriculum provides introductions, discussion questions, and suggestions for compositions, exercises, and related reading for Twain's Roughing It, Hemingway's The Old Man and the Sea, four short stories, and 20 lyric poems. The short stories included were (1) "The Monkey's Paw" by W. W. Jacobs, (2) "Paul's Case" by Willa Cather, (3) "The Cask of Amontillado" by Poe, and (4) "Haircut" by Ring Lardner.

157. ED 010 812
Kitzhaber, Albert. The Old Man and the Sea; Short Stories; Poems. Literature Curriculum III, Teacher Version. EDRS Price: MF-$0.50 HC-$3.28. 82pp.

This teacher version for the ninth-grade literature curriculum provides guidelines for teacher and class under the headings of subject, form, and point of view. Discussion of each work is initiated through these guidelines, and each work is explained and appropriate literary concerns pointed out and expanded for possible classroom discussion. The works covered are Twain's Roughing It, Hemingway's The Old Man and the Sea, four short stories, and 20 lyric poems.

158. ED 015 935
Kitzhaber, Albert. Literature Curriculum III: Tests for "The Old Man and the Sea," "Roughing It," and "The Short Story." EDRS Price: MF-$0.25 HC-$0.72. 16pp.

These three tests were designed to accompany ED 010 811 and ED 010 812.

159. ED 015 896
Kitzhaber, Albert. Lyric Poetry. Literature Curriculum III. Revised Teacher and Student Versions. EDRS Price: MF-$0.25 HC-$2.16. 52pp.

Through a close look at 18 selected lyric poems, this two-part ninth-grade unit distinguishes the lyric from other kinds of poetry. Part 1 deals with the technical devices of poetic language, the poet's personal reflections on his experiences, and the different tones, attitudes, and subjects seen in the poems of Dickinson, Frost, Keats, Housman, and others. Part 2 considers different interpretations of a common theme--the journey--and its significance for such poets as Yeats, Longfellow, Poe, and Masefield. Each part includes some of the poems, explications of each of the poems, study questions, composition assignments, and teaching suggestions. A test designed to accompany the unit, "Introduction to Lyric Poetry," is appended.

160. ED 010 813
Kitzhaber, Albert. Legends of King Arthur. Literature Curriculum III, Student Version. EDRS Price: MF-$0.50 HC-$3.28. 80pp.

This student guide for the ninth-grade literature curriculum provides reproductions of selected legends along with an introduction, study questions, and a passage from Malory's "Le Morte D'Arthur" in the original language of the first (1485) edition.

161. ED 010 814
Kitzhaber, Albert. Legends of King Arthur. Literature Curriculum III, Teacher Version. EDRS Price: MF-$0.25 HC-$0.72. 18pp.

The teacher guide for the ninth-grade study of the Legends of King Arthur provides an enlarged and more detailed introduction than was provided for the student version. Study questions and answers, writing assignments, and suggested readings are also provided.

162. ED 015 936
Kitzhaber, Albert. Literature Curriculum III: Test for "Legends of King Arthur." EDRS Price: MF-$0.25 HC-$0.40. 8pp.

This test is intended to accompany ED 010 813 and ED 010 814.

163. ED 010 815
Kitzhaber, Albert. The Merchant of Venice. Literature Curriculum III, Student Version. EDRS Price: MF-$0.25 HC-$0.92. 23pp.

This ninth-grade student guide for The Merchant of Venice presents several alternate approaches for understanding the play. A major emphasis is placed on questions related to specific acts and scenes, the characters in the drama, and the play as a whole.

164. ED 010 816
Kitzhaber, Albert. Merchant of Venice. Literature Curriculum III, Teacher Version. EDRS Price: MF-$0.25 HC-$1.16. 29pp.

The teacher guide for the ninth-grade study of The Merchant of Venice suggests principles for framing questions and guiding classroom discussion. It does not, however, serve as a base for preparing a lecture or series of lectures. Teachers are expected to use the guide to facilitate intelligent reading and interpretation and to stimulate interest in the play and its content.

165. ED 015 937
Kitzhaber, Albert. Literature Curriculum III: Test for "The Merchant of Venice." EDRS Price: MF-$0.25 HC-$0.36. 7pp.

This test was designed to accompany ED 010 815 and ED 010 816.

166. ED 010 825
Kitzhaber, Albert. Reorientation: "The Open Boat." Literature Curriculum III, Student Version. EDRS Price: MF-$0.25 HC-$1.20. 30pp.

A short story, Stephen Crane's "The Open Boat," and suggestions for study of the story are presented in study guide for ninth-grade. One study technique presented, called "The Exploded Diagram," involves separating the story's content into such single elements as subject, form, and point of view and expanding each element for detailed examination. It is suggested that this kind of analysis could provide better understanding of the total story and its parts.

167. ED 010 826
Kitzhaber, Albert. Reorientation: "The Open Boat." Literature Curriculum III, Teacher Version. EDRS Price: MF-$0.25 HC-$0.52. 13pp.

In this teacher's guide for ninth-grade English classes, an approach to the analysis of Stephen Crane's "The Open Boat" is outlined. The approach emphasizes development of student understanding of the story's subject, form, and point of view. This approach incorporates the principles of analysis of literature that were introduced in the Oregon schools in the seventh and eighth grades. Comparisons with previous styles, subjects, and symbolism are suggested, as well as particular references to questions of "Man, Nature, and Other Men."

168. ED 010 827
Kitzhaber, Albert. The Fair Maid of Astolat. Literature Curriculum III. EDRS Price: MF-$0.25 HC-$0.64. 16pp.

This student guide for the ninth-grade study of "The Fair Maid of Astolat" is built on the myth which recounts the tale of the incognito Sir Launcelot and his part in a tournament and his meeting with the Fair Maid, Elaine.

Ninth Grade--Language

169. ED 010 823
Kitzhaber, Albert. Lexicography. History of English, Part One. Language Curriculum III, Student Version. EDRS Price: MF-$0.25 HC-$1.76. 44pp.

Outlines of the need for and uses of Lexicography and a History of the English Language, Part 1, are combined in this curriculum guide for ninth-grade students. The first section, the outline on lexicography, gave a brief history of dictionary compilation and describes the need for dictionaries and their uses. Ways are suggested for students to compile their own word-notebooks or abbreviated dictionary lists so that they might understand the difficulty and skills required for defining new terms, expanding or limiting definitions to meet changing usages, and analyzing patterns of definition. The guide's second section comments on the history and changes of the English language. Examples from writings of Chaucer, Shakespeare, and Benjamin Franklin are given. The early modern English of Shakespeare exemplified in The Merchant of Venice is compared to and contrasted with today's modern English, comparing vocabulary, word losses, shifts in meaning, and grammar forms. Shakespearean English was chosen for study because of Shakespeare's widespread and enduring popularity, the comparative ease of reading by a modern audience, and the standardization in the English language that occurred in London in the early 17th century. Various student exercises that combine lexicography with studies of literature and the English language are suggested throughout the guide.

170. ED 010 829

Kitzhaber, Albert. Review: Expansion of Transitive Verbs, Determiners, More about Questions, and the Negative. Language Curriculum III, Student Version. EDRS Price: MF-$0.18 HC-$2.96. 74pp.

Various forms of phrase structure rules and expansion and the single-base and double-base transformations are included as an introduction to this grammar review guide for ninth-graders. The review covers indirect object verbs, transitive verbs, determiners, definite and indefinite articles, imperatives, negatives, and contractions and is based on the structural techniques taught in earlier courses. The guide includes written exercises and explanations for all sections of the review.

171. ED 010 830

Kitzhaber, Albert. Teacher's Manual for Review: Expansion of Transitive Verbs, Determiners, More about Questions, and the Negative. Language Curriculum III. EDRS Price: MF-$0.50 HC-$4.52. 113pp.

Suggestions are offered in this teacher's guide for various approaches in reviewing grammar previously presented to ninth-grade students. The grammar review covers phrase structure rules, transitive verbs, determiners, interrogatives, and negatives. While the exercises in the student version are meant to be written, the teacher's guide consistently suggests oral discussion and visual demonstration by the teacher to determine how much students remember from previous courses and where they would probably need help. The purpose of the review, as well as the learning exercises, is not only to have the students gain an understanding and an appreciation for the complexities of grammar but to have the students realize that underneath the complexities there are quite simple generalizations which account for them.

172. ED 015 938

Kitzhaber, Albert. Language Curriculum III: Tests for "More about Questions," "The Negative," "Expansion of Transitive Verbs," and "Determiners." EDRS Price: MF-$0.25 HC-$1.72. 41pp.

These four tests are intended to accompany ED 010 829 and ED 010 830.

Tenth Grade--Rhetoric

173. ED 010 807
Kitzhaber, Albert. Some Achieve Greatness: A Review Unit. It's Like This: A Unit on Metaphor and Analogy. See What I Mean: A Unit on Connotation. Rhetoric Curriculum IV, Student Version. EDRS Price: MF-$0.25 HC-$1.92. 48pp.

This student guide for the tenth-grade rhetoric curriculum contains three units: (1) generalization and support, (2) metaphor and analogy, and (3) semantics. Lessons dealing with prose models contain introductions, study questions, exercises for study, and writing assignments.

174. ED 010 808
Kitzhaber, Albert. Some Achieve Greatness: A Review Unit. It's Like This: A Unit on Metaphor and Analogy. See What I Mean: A Unit on Connotation. Rhetoric Curriculum IV, Teacher Version. EDRS Price: MF-$0.25 HC-$1.12. 28pp.

The teacher version of this tenth-grade rhetoric curriculum guide presents suggestions for discussions, exercises, and writing assignments for units on (1) generalization and support, (2) metaphor and analogy, and (3) semantics.

175. ED 015 897
Kitzhaber, Albert. Some Achieve Greatness. Rhetoric Curriculum IV, Revised Teacher and Student Versions. EDRS Price: MF-$0.25 HC-$1.52. 36pp.

Students are asked to consider the idea of the hero in this tenth-grade rhetoric unit. Emphasis is on (1) the inductive process of arriving at a generalization, (2) the problems of definition, including qualification and comparison, and (3) the processes of selectivity and revision. Literary selections used are Beowulf, The Diary of Anne Frank, Time magazine's obituary story on Sergeant Alvin C. York, Paul Gallico's story about Lou Gehrig, and two newspaper stories about a man who saved the lives of two college students. Study questions and writing assignments check the students' understanding and application of concepts studied in the unit. A test designed to accompany this unit is appended.

176. ED 010 809
Kitzhaber, Albert. Decisions, Decisions: A Unit on Deduction. It Rings True: A Unit on Plausibility. Rhetoric Curriculum IV, Student Version. EDRS Price: MF-$0.25 HC-$1.68. 42pp.

This student guide for the tenth-grade rhetoric curriculum contains two units: (1) deduction, and (2) plausibility. The unit on deduction presents lessons on assumptions, patterns of deductive thinking, facts, and value judgments. The unit on plausibility gives the student the opportunity to try his hand at imaginative writing in which his problem is to maintain credibility within the framework of the imagined situation. Prose models are supplied for both sections.

177. ED 010 810

Kitzhaber, Albert. Decisions, Decisions: A Unit on Deduction. It Rings True: A Unit on Plausibility. Rhetoric Curriculum IV, Teacher Version. EDRS Price: MF-$0.25 HC-$1.80. 45pp.

This teacher guide for the tenth-grade unit on deduction gives detailed lessons and exercises dealing with assumptions, patterns of deductive thinking, facts, and value judgments. In the unit on plausibility, detailed discussions and suggested writing assignments are given on the substance, structure, style and purpose of prose models.

178. ED 015 939

Kitzhaber, Albert. Rhetoric Curriculum IV: Test for "Decisions, Decisions." EDRS Price: MF-$0.25 HC-$0.36. 7pp.

This test was designed to accompany ED 010 809 and ED 010 810.

Tenth Grade--Literature

179. ED 010 817

Kitzhaber, Albert. Julius Caesar. Plutarch's Lives. Autobiography. Literature Curriculum IV, Student Version. EDRS Price: MF-$0.50 HC-$3.00. 75pp.

This 10th-grade student guide poses some questions and clarifies others on Shakespeare's Julius Caesar and presents short selections from Plutarch's Lives (on Caesar, Brutus, and Mark Antony) with accompanying discussion questions. A unit of autobiographical readings of early life experiences is also outlined. By presenting both the play Julius Caesar and biographies related to historical characters in that play, the guide provides students an opportunity to consider differences between historical and dramatic writings pertinent to the same historical events. In addition, the guide allows the student to compare writing style between the biographies of Plutarch and the autobiographical sketches in the guide's final section.

180. ED 010 818

Kitzhaber, Albert. Julius Caesar. Plutarch's Lives. Autobiography. Literature Curriculum IV, Teacher Version. EDRS Price: MF-$0.50 HC-$3.24. 81pp.

This 10th-grade English curriculum guide is designed to assist teachers in the presentation of an enriched reading and study program of Shakespeare's Julius Caesar, giving some attention to Plutarch's biographies of Caesar, Brutus, and Mark Antony which bear directly on Shakespeare's play. An instructional unit on "Autobiography" is included with study questions and writing assignments designed for teacher use in helping students relate their own life experiences to those of prominent literary artists.

181. ED 015 940
Kitzhaber, Albert. Literature Curriculum IV: Tests for "Julius Caesar" and "Autobiography." EDRS Price: MF-$0.25 HC-$0.80. 18pp.

These two tests were designed to accompany ED 010 817 and ED 010 818.

182. ED 010 819
Kitzhaber, Albert. Twentieth Century Lyrics. Science and Poetry. Literature Curriculum IV, Student Version. EDRS Price: MF-$0.25 HC-$2.36. 59pp.

This curriculum guide for 10th-grade students deals with 20th-century lyric poetry and the comparison between scientific and poetic writings. A historical introduction precedes presentation of the material in both sections. Suggestions, exercises, and composition topics are also presented.

183. ED 010 820
Kitzhaber, Albert. Twentieth Century Lyrics. Science and Poetry. Literature Curriculum IV, Teacher Version. EDRS Price: MF-$0.50 HC-$2.84. 71pp.

This teacher guide for the 10th-grade literature curriculum presents bibliographical and biographical information, teaching methods, suggestions, exercises, and composition topics for two units: (1) 20th-century lyric poetry, and (2) the comparison between scientific and poetic writing.

184. ED 015 941
Kitzhaber, Albert. Literature Curriculum IV: Tests for "Twentieth Century Lyrics" and "Science and Poetry." EDRS Price: MF-$0.25 HC-$0.68. 15pp.

These two tests were designed to accompany ED 010 819 and ED 010 820.

185. ED 010 821
Kitzhaber, Albert. Huckleberry Finn. Dr. Jekyll and Mr. Hyde. Short Stories. Literature Curriculum IV, Student Version. EDRS Price: MF-$0.25 HC-$2.12. 53pp.

This student guide for the 10th-grade literature curriculum presents study questions, exercises, and writing assignments for Huckleberry Finn, Dr. Jekyll and Mr. Hyde, and three short stories. The short stories are (1) "The Country of the Blind" by H. G. Wells (complete text), (2) "A Double-Dyed Deceiver" by O. Henry, and (3) "A Mystery of Heroism" by Stephen Crane (complete text). Study questions, suggested exercises, and writing assignments are provided. The teacher version is ED 010 822.

186. ED 010 822
Kitzhaber, Albert. Huckleberry Finn. Dr. Jekyll and Mr. Hyde. Short Stories. Literature Curriculum IV, Teacher Version. EDRS Price: MF-$0.50 HC-$2.52. 63pp.

This teacher guide for the 10th-grade literature curriculum provides biographical and bibliographical information, thematic explanations, student questions, teaching suggestions, and composition topics for Huckleberry Finn, Dr. Jekyll and Mr. Hyde, and four short stories. The short stories are (1) "The Apple Tree" by John Galsworthy, (2) "The Country of the Blind" by H. G. Wells, (3) "A Double-Dyed Deceiver" by O. Henry, and (4) "A Mystery of Heroism" by Stephen Crane.

187. ED 015 942
Kitzhaber, Albert. Literature Curriculum IV: Tests for "Huckleberry Finn" and "Dr. Jekyll and Mr. Hyde." EDRS Price: MF-$0.25 HC-$0.68. 15pp.

These two tests were designed to accompany ED 010 821 and ED 010 822.

188. ED 015 898
Kitzhaber, Albert. Short Stories. Literature Curriculum IV, Revised Teacher and Student Versions. EDRS Price: MF-$0.50 HC-$3.32. 81pp.

The interrelationship of subject, form, and point of view, with emphasis on the last, is the concern of this 10th-grade literature unit. Background information, study and discussion questions, and suggested activities and writing assignments are provided for six short stories representing varied points of view: (1) H. G. Wells' "The Country of the Blind," (2) O. Henry's "A Double-Dyed Deceiver," (3) Stephen Crane's "A Mystery of Heroism," (4) Ambrose Bierce's "Jupiter Doke, Brigadier General," (5) Allan Sillitoe's "On Saturday Afternoon," and (6) Wallace Stegner's "Butcher Bird."

189. ED 010 828
Kitzhaber, Albert. The Odyssey. Literature Curriculum IV, Teacher Version. EDRS Price: MF-$0.09 HC-$1.24. 31pp.

This teacher guide for the 10th-grade study of The Odyssey presents a complete explanation of the work and a discussion of the epic tradition, of which it is representative. This unit departs from the pattern of other literature curriculum guides by presenting only a teacher version to see how well grade 10 students handle a work in its entirety without study aids.

190. ED 015 943
Kitzhaber, Albert. Literature Curriculum IV: Test for "The Odyssey." EDRS Price: MF-$0.25 HC-$0.40. 8pp.

This test was designed to accompany ED 010 828.

Tenth Grade--Language

191. ED 010 824

Kitzhaber, Albert. History of English, Part 2. Language Curriculum IV, Student Version. EDRS Price: MF-$0.25 HC-$1.08. 27pp.

A discussion of the history of the English language is continued (Part 1, 9th grade, is ED 010 823) to give the 10th-grade student an accurate picture of the English language at an important stage in its development. The time chosen is the 17th century, and the example is Shakespeare's Julius Caesar. This play is used as an example because of the widespread and enduring popularity of Shakespeare's works, as well as the relative ease of reading such works by a modern audience. (These works also exemplify in their style, grammar, and language a period of standardization of Modern English.) Vocabulary, meaning, grammar, and pronunciation changes are illustrated between the early Modern English of Shakespeare and the English of today, and related student exercises are suggested. This introduction to "History of English" not only deals with changes affecting the present English language but serves as an introduction to the Middle English of Chaucer which is to be studied in a subsequent unit.

192. ED 010 831

Kitzhaber, Albert. Teacher's Manual for Introduction, the Reason Adverb, Complement Verbs, Review of Embedding and Conjunctive Transformations, That-Noun Clauses, the Imperative. Language Curriculum IV. EDRS Price: MF-$0.50 HC-$3.24. 81pp.

This teacher guide for the 10th-grade language curriculum explains and amplifies facets of grammar introduced before the tenth grade. In addition, phrase structure rules are introduced, and a review section is included. Also included are suggested methods for helping students who have difficulty with some sections, especially those which deal with complements.

193. ED 010 832

Kitzhaber, Albert. Introduction, the Reason Adverb, Complement Verbs, Review of Embedding and Conjunctive Transformations, That-Noun Clauses, and the Imperative. Language Curriculum IV, Student Version. EDRS Price: MF-$0.50 HC-$2.72. 68pp.

Rewrite or phrase structure rules and transformation rules of grammar are featured in this 10th-grade student grammar guide. The phrase structure rules define ways to rewrite or substitute one symbol for another until an underlying, or kernel, sentence is formed. The transformation rules describe the ways that these kernel sentences can be changed. In this guide, these approaches are applied to the "reason" adverb, complement verbs, "embedding" and conjunctive transformations, "that-noun" clauses, and the imperative.

194. ED 015 944
Kitzhaber, Albert. Language Curriculum IV: Tests for "That-Noun Clauses," "Review of Embedding and Conjunctive Transformations," "Complement Verbs," and "Imperative." EDRS Price: MF-$0.25 HC-$1.36. 32pp.

These four tests were designed to accompany ED 010 831 and ED 010 832.

Eleventh Grade--Rhetoric

195. ED 015 899
Kitzhaber, Albert. Introduction to Curriculum V: Literature, Language, Rhetoric. Teacher and Student Versions. EDRS Price: MF-$0.25 HC-$1.72. 41pp.

A rationale is provided in this introduction for an 11th-grade English curriculum in literature, language, and rhetoric. The section on literature justifies a spirally developed curriculum, an inductive teaching method, and an analytical approach to plays, poems, and fictional works and emphasizes the interdependence of form and content. In addition to a discussion of the characteristics peculiar to human communication, the language section indicates the need to learn how man organizes his concepts into a language system and how tools of that system can be used to create and understand sentences. The rhetoric section explores the nature of effective communication, with particular emphasis on the art of persuasion.

196. ED 015 900
Kitzhaber, Albert. Speech Manual. Rhetoric Curriculum V, Student Version. EDRS Price: MF-$0.75 HC-$5.24. 129pp.

This manual is a reference aid for 11th-grade students preparing speaking assignments. Chapter 1, "The Physiology of Speech," contains information on the speech organs and their functions in the production of sounds. The main points of Robert's Rules of Order are outlined in Chapter 2. Chapter 3 gives attention to outlining and to preparing introductions and conclusions for a speech. Chapter 4, "Speeches for Specific Purposes," analyzes the special problems characteristic of speeches which inform, persuade, entertain, or are for special occasions. Types of speaking--interviewing, impromptu speaking, oral interpretation, and choral speaking--are discussed in Chapter 5, and in Chapter 6 methods of analysis and evaluation of speeches are explained. The latter chapters include model situations, suggestions for speeches, and exercises in the application of instructional material. An appendix contains model speeches, selections for oral interpretation, and an annotated list of recommended recordings.

197. ED 015 901
Kitzhaber, Albert. Opinion in Writing and Speaking. The Audience. Rhetoric Curriculum V, Teacher and Student Versions. EDRS Price: MF-$0.50 HC-$3.44. 84pp.

Greater precision in thinking and in persuading through argumentation are the concerns of these two 11th-grade units. The first, "Opinion in Writing and Speaking," attempts to guide the student to a defined opinion or thesis as a first step towards effective, rational, sustained expression. This unit contains four lessons--(1) arriving at an opinion, (2) separating opinion from fact, (3) separating opinion from assertion, and (4) writing honestly. By confronting the study with literary examples and specific situations close to his own experience, the second unit, "The Audience," guides the student to an awareness of an audience and the necessity of taking it into account in the rhetorical process. Lessons in this unit lead the student to consider the knowledge and interests of the specific audience he is addressing. The student version of these units contains introductions, discussion questions, exercises, and writing and speaking assignments. The teacher version provides rationales and teaching guidance for the materials. A test designed to accompany the unit, "The Audience," is appended.

198. ED 015 902
Kitzhaber, Albert. Persuasion. Rhetoric Curriculum V, Teacher and Student Versions. EDRS Price: MF-$0.50 HC-$4.60. 113pp.

This 11th-grade rhetoric unit presents the problems involved in choosing the most effective and persuasive way of articulating an idea. Lesson 1 of the unit, "Sound Reasons," explains deductive and inductive logical proofs. Lesson 2, "What's the Evidence," attempts to help the student understand the uses of evidence and the problems of using it and sets up evaluative techniques for different kinds of evidence. Lesson 3, "The Power to Move," considers the proper use of the psychological or emotional appeal to accomplish desirable ends, and Lesson 4, "Who Says So," elaborates the conditions under which personal proof is an effective persuasive instrument. The student version contains introductory explanations of materials, commentaries and exercises on texts and problem situations, discussion questions, and speaking and writing assignments. The teacher version contains instructional aids and suggestions for assignments and presentation of materials. A test designed to accompany the unit is appended.

199. ED 015 903
Kitzhaber, Albert. The American High School Student Today: A Casebook and a Guide to Research. Rhetoric Curriculum V, Teacher and Student Versions. EDRS Price: MF-$0.25 HC-$2.24. 54pp.

In this final unit of the grade 11 rhetoric curriculum, students are asked to apply what they have learned in earlier units by writing a research paper based on readings from diverse sources but unified in theme--"The American High School Student Today." The casebook which is provided lists readings on the theme and makes suggestions for papers using either only the casebook readings or the casebook and additional outside research. The unit also provides a research guide which contains information on the nature of research, plagiarism, the presuppositions of research, fact-finding, the reliability of opinions, thesis development, and form for footnotes and bibliographies. The emphasis of this unit, however, is on basic problems of research and not on matters of format. The teacher version contains a brief introduction to the unit which elaborates its aims and emphases and provides suggestions for guiding students' discussion of the casebook material and writing of the research paper.

Eleventh Grade--Literature

200. ED 015 904
Kitzhaber, Albert. Poetry: Part 1, "A Way of Saying," Part 2, "Search for Order." Literature Curriculum V, Teacher and Student Versions. EDRS Price: MF-$0.50 HC-$4.48. 110pp.

This poetry unit for 11th-graders illustrates how verse structure and poetic techniques contribute to a poem's meaning. In Part 1, imagery, metaphor, symbolism, irony, paradox, and musical and rhythmical sound patterns are discussed as ways of saying the "unsayable" and of reinforcing the meaning and mood of the poem. The poems of such artist-craftsmen as Donne, Housman, Dickinson, and Hopkins are used to clarify these poetic devices. Part 2 is designed to broaden student understanding of how the separate poetic devices work together with the content of the poem to make a work of art. Some of the lyric poems of Donne and Blake, the sonnets of Shakespeare, Auden, and Wordsworth, and the dramatic monologues of Browning, Tennyson, and Eliot are reprinted to provide students with experience in analyzing poetry. An explication and inductive questions accompany each poem. Two tests designed for this unit are appended.

201. ED 015 905
Kitzhaber, Albert. Prose Fiction: Short Story, Novel. Literature Curriculum V, Teacher and Student Versions. EDRS Price: MF-$0.75 HC-$2.78. 180pp.

The basic conventions that shape the creation of the short story and the novel are examined in this 11th-grade literature unit. The section on the short story illustrates narrative fiction form through the short stories of Forster, Jackson, Steinbeck, Thurber, Poe, McCullers, Hawthorne, Mansfield, Salinger, Steele, and Collier. Emphasized in each story's interpretation is an understanding of the traditional form requirements unique to the short story genre and of the particular limitations imposed upon the writer by this form. The section on the novel illustrates the range of prose fiction through three novels chosen for analysis: The Scarlet

Letter, The Great Gatsby, and The Mayor of Casterbridge. Each novel is discussed as a whole, analyzed chapter by chapter for closer textual reading, and compared with other works studied. Both sections include inductive discussion questions and writing assignments designed to clarify the student's understanding of subject, character development, setting, symbol, style, tone, form, and point of view. Texts of the short stories and novels are not included. Five tests designed to accompany this unit are appended.

202. ED 015 906
Kitzhaber, Albert. The Narrative Mode. Literature Curriculum V, Teacher Version. EDRS Price: MF-$0.25 HC-$0.72. 16pp.

The narrative mode can best be understood through a study of the conventions which shape a story's form and substance. Of particular importance in perceiving the intention of the narrative is to look at the convention of point of view--the "documentary," "first-person-singular," "omniscient-author," "middle-ground," and "stream-of-consciousness." Also controlling the way the story is told are such conventions of style and subject as the flashback, withheld information, and character schematization and development. An understanding of the distinguishing characteristics of the sub-types of the mode--the realistic novel, the non-realistic romance, the Romance-Gothic, the tale or short story, and a creative amalgam of the novel and romance forms--and an awareness of the circumstances under which writers use these forms can further clarify the storyteller's intentions.

203. ED 015 907
Kitzhaber, Albert. On Teaching Poetry. Literature Curriculum V, Teacher Version. EDRS Price: MF-$0.25 HC-$0.36. 7pp.

To help students enjoy poetry--essentially an "unteachable" experience--the teacher should approach the teaching of poetry through a descriptive analysis of individual poems rather than primarily through an emphasis on the poem's historical period, national origin, or thematic content. The devices which give poetry its special rhythmic and imaginative character should be examined by surveying a generous number of examples of poems. A further understanding of the nature of poetry can be achieved by comparing it to verse and to other kinds of writing. Writing exercises should be assigned which allow students to apply the poetic devices they have studied while creating their own poetry.

204. ED 015 908
Kitzhaber, Albert. The Dramatic Mode. Literature Curriculum V, Teacher Version. EDRS Price: MF-$0.25 HC-$0.60. 13pp.

Distinctions between the narrative and dramatic modes can best be understood by emphasizing what it means to think and create dramatically. Although books (which are read) and plays (which are seen) treat plot, character, and setting similarly, conventions that particularly distinguish theatrical form are: (1) the authenticating reality of the actor's physical presence and first person point of view, (2) the public interaction of playwright, actors, and audience, (3) audience perspective, (4) dramatic time, and (5) such dramatic conventions as the disguise or mask, the sustained motif of either physical or psychological combat, the physical conventions of set and costume, exposition and description through dialogue, and such structural devices as the curtain. The genres of tragedy and comedy can best be distinguished from each other by their intention. The tragic plot is characterized primarily by the protagonist's increasing isolation from society, whereas in the comic plot the protagonist is increasingly integrated with society or a new society is created to accommodate his goals. In the dramatic treatment of the conflict of ideas, Shaw and Ibsen have created an amalgam of the realistic and romantic, of the real and the symbolic, which has profoundly affected the modern theatre.

205. ED 015 909
Kitzhaber, Albert. Drama: Tragedy (Oedipus, Macbeth, Ghosts), Comedy (The Rivals, Major Barbara). Literature Curriculum V, Teacher and Student Versions. EDRS Price: MF-$0.50 HC-$4.32. 106pp.

Tragic and comic forms of drama are explored in this two-part 11th-grade literature unit. A section on tragedy, treating three plays, emphasizes structural divisions, conventions, and subject matter peculiar to this type of drama. Following a discussion of the classical Greek theatre and the Aristotelian view of tragedy, the form and theme of Oedipus the King are analyzed. Notes on Macbeth illustrate the conventions of the five-act Shakespearean play and explicate the play's plot structure, thematic motifs, poetry, use of dramatic irony, and the cause-effect motivations dictating tragic action. To help make modern tragedy intelligible, Shakespearean and classical Greek tragedies are compared to Ibsen's Ghosts, a tragedy of the common man. In the second section, the nature of comedy is contrasted with the nature of tragedy, and Sheridan's The Rivals is analyzed as a classic example of the 18th-century Comedy of Manners. In addition, Shaw's Major Barbara is treated for its place in the history of English drama and for its presentation of controversial ideas. A discussion of the text and study questions are provided for each play.

Grade 11--Language

206. ED 015 910
Kitzhaber, Albert. The Theory of Deep Structure. Language Curriculum V, Student Version. EDRS Price: MF-$0.25 HC-$0.96. 22pp.

An explanation of the theory of deep structure as it serves to describe the English language simply, consistently, and completely constitutes this language unit for 11th-graders. Presupposing the student's knowledge of phrase structure and transformational rules, the concept of deep structure is illustrated in the imperative and passive sentence forms, and exercises are provided for student practice in noting the derivations of and the relationships among such sentences. Brief sections deal with nominalizations, ambiguities, and deletions in the theory of deep structure.

207. ED 015 911
Kitzhaber, Albert. Adverbials. Language Curriculum V, Teacher and Student Versions. EDRS Price: MF-$0.25 HC-$2.08. 50pp.

This 11th-grade language unit on adverbials is designed to show that the transformation which accounts for the embedding of relative clauses also explains the presence of adverbial clauses, thereby reinforcing the principle that there are general rules which explain economically many complex language structures. The teacher version for the unit contains introductory material covering (1) adverbial prepositional phrases of manner, instrument, location, direction, reason, frequency, and duration, (2) the embedding of adverbial clauses in adverbial phrases, and (3) the ability of transformational grammar to explain structural ambiguity. This is followed by an answer key to the exercises contained in the student version. Following a brief introductory review of basic phrase structure rules for the manner adverbial, the student version contains major discussions on expansion of phrase structure rules, on adverbial phrases containing relative clause embeddings, and on the syntactical order of adverbials. Exercises in constructing branching diagrams for sentences containing various types of adverbs are appended to the first of these discussions.

208. ED 015 912
Kitzhaber, Albert. Derived Adjectives. Language Curriculum V, Teacher and Student Versions. EDRS Price: MF-$0.25 HC-$2.08. 50pp.

This derived-adjective unit for 11th-graders explains the underlying structure of some words ending in "-ing" and "-en" which are derived from verbs and used in noun phrases. The teacher version contains a short overview of the unit and answers to the exercises in the student version. The latter contains explanations and exercises relative to (1) the simple embedding of an "-ing" word plus an intransitive verb, (2) the derivation of an "-ing" word plus a transitive animate verb from another sentence before the derived word is preposed in a noun phrase, (3) the simple embedding of an "-en" word plus a transitive verb which is derived from the passive, and (4) the derivation of an "-en" word plus a transitive verb from another sentence before the derived word is preposed in a noun phrase.

Twelfth Grade--Introduction

209. ED 015 913

Kitzhaber, Albert. Introduction to Curriculum VI: Literature, Language, Rhetoric. Teacher and Student Versions. EDRS Price: MF-$0.25 HC-$1.24. 29pp.

This overview of the Oregon Curriculum Study Center's English Program for grade 12 devotes separate sections to literature, language, and rhetoric. Each section contains a review of the emphases, aims, and material covered in grades 7-11 and an introduction to the grade 12 curriculum. The literature and rhetoric sections describe the areas of consideration and the purpose of each 12th-grade unit, whereas the language section contains a general description of the year's language study. Both a teacher and a student version of this introductory guide are available.

Twelfth Grade--Rhetoric

210. ED 015 914

Kitzhaber, Albert. The Personal Voice. The Rhetoric of Literature. Rhetoric Curriculum VI, Teacher and Student Versions. EDRS Price: MF-$0.50 HC-$4.88. 120pp.

The subject of style is treated generally and specifically in these two rhetoric units for 12th-graders. The first unit, "The Personal Voice," focuses on the many choices a writer must make in writing meaningfully about his own experience and complements another 12th-grade unit, "Elements of Style." Examples of writing using the personal voice are analyzed to illustrate means of finding an appropriate style and voice. Writing assignments encourage students to examine their own personal experiences by keeping informal journals and using them in the preparation of essays. The second unit, "The Rhetoric of Literature," examines the rhetorical strategies used by authors in presenting convincing imagined worlds. Among literary examples analyzed are Hawthorne's "Rappaccini's Daughter," Bryant's "Thanatopsis," Dickinson's "After Great Pain a Formal Feeling Comes," "The Parable of the Unmerciful Servant" from the Bible, and Bret Harte's "The Outcasts of Poker Flat." The student version contains study and discussion questions, texts of the above works, and suggestions for writing assignments. The teacher version includes background information, suggestions for teaching procedures, and supplementary assignments.

211. ED 015 915
Kitzhaber, Albert. The World of the Writer (Revised Version). The Elements of Style. Rhetoric Curriculum VI, Teacher and Student Versions. EDRS Price: MF-$0.50 HC-$3.64. 89pp.

These two units for 12th-graders introduce style as the unifying concept of the year's rhetoric study. The first, "The World of the Writer," reviews concepts taught in previous years and focuses on the processes of conscious selection and purposeful shaping of material. Lessons provided are: (1) searching for a workable and meaningful topic, (2) finding sources, (3) finding an appropriate form through outlining, and (4) joining purpose to style (a transitional lesson to the material that follows). The second unit, "The Elements of Style," is designed to make students aware of style as something concrete. The conscious choices made by skilled writers in the practice of their craft is demonstrated through an examination of their prose. The student version includes study and discussion questions, exercises, and writing assignments. The teacher version provides rationales, explanations of materials, and suggested teaching procedures. A test designed to accompany the unit, "The Elements of Style," is appended.

Twelfth Grade--Literature

212. ED 015 916
Kitzhaber, Albert. Something New, Something Old. Difficult Literature: A Reader's View. Literature Curriculum VI, Teacher and Student Versions. EDRS Price: MF-$0.75 HC-$5.72. 141pp.

The first of these two 12th-grade literature units, "Something New, Something Old," is designed to help students to recognize expressions of common experience present in literary works regardless of when they were written. Works selected for this unit are grouped under four topics: "Youth and Age," "The Nativity, Christian Tradition," "Conflict of Generations," and "The Individual in Conflict with Society." The second unit, "Difficult Literature: A Reader's View," is intended to guide students in isolating the principal difficulties of reading literature and in evaluating the various justifications for literary difficulty (e.g., historical and cultural distance, author originality, and the complexity of the world). The student version contains an introductory essay and discussion questions, and the teacher version provides discussion questions and introductions to units and to literary selections. Five tests designed to accompany these units are appended.

213. ED 015 917
Kitzhaber, Albert. Hamlet. Literature Curriculum VI, Teacher and Student Versions. EDRS Price: MF-$0.25 HC-$1.92. 46pp.

This culminating unit of the 12th-grade Oregon literature curriculum is based upon one work, Hamlet. The teacher version includes discussions of

(1) the relevance of Hamlet's character to modern times, (2) the problems in the characterizations of the Ghost, Claudius, and Hamlet, (3) the play's three-phase structure, (4) the play's resolution, and (5) the "rhetoric" of tragedy (i.e., the means by which tragedy projects a system of values). The student version contains an introductory rationale for studying Hamlet, a discussion of the play's structure, and questions for thought, discussion, and writing. The final section of this unit poses questions which draw attention to the cohesiveness of the play and suggests that this study of Hamlet be viewed as the climax to the study of the entire literature curriculum.

214. ED 015 918
Kitzhaber, Albert. The Use and Overuse of Literary Convention. The Place of Values in Literature. Literature Curriculum VI, Teacher and Student Versions. EDRS Price: MF-$0.50 HC-$5.08. 125pp.

The first of these two 12th-grade units is designed to show students that the unimaginative overuse of literary conventions leads to triteness, verbosity, and dullness. Lessons are organized by genre and focus on literary selections which show varying degrees of originality in the employment of literary conventions. Among works discussed are Jeffers' "The Bloody Sire," Edgar Guest's "Along the Paths of Glory," Milton's "On His Blindness," and Steinbeck's "Flight." The second unit, "The Place of Values in Literature," is concerned with how literature inevitably presupposes or establishes a system of values. The close analysis of literary selections is emphasized, and lessons distinguish between literary works which assume values and those which show a conflict of values. Blake's "The Lamb," Vaughan's "The World," Arnold's "Dover Beach," and Melville's Billy Budd are among selections discussed, and Tolstoi's "Three Arshins of Land" is reprinted. The student version includes study and discussion questions, explanations of materials, and suggested topics for papers. The teacher version contains background materials and suggestions for teaching procedures and student assignments. A test designed to accompany the unit, "The Use and Overuse of Literary Convention," is appended.

Twelfth Grade--Language

215. ED 015 919
Kitzhaber, Albert. A Mature Attitude Toward Usage. EDRS Price: MF-$0.25 HC-$1.04. 24pp.

This language unit on usage for 12th-grade students is divided into six sections: "Introduction to the Students," "Usage in the High School English Class," "Variations within Standard American English," "Bases for Judgments about Usage," and "Characteristics of a Mature Attitude Toward Usage." Four exercises, some with multiple parts, direct the student

(1) to examine differences between American and British English, among American dialects, and among usages on varying social levels, (2) to identify the usage levels of numerous expressions, (3) to analyze a specific expression, the usage level of which is not readily apparent, and (4) to define "good English."

Eleventh and Twelfth Grades--Language

216. ED 015 920
Kitzhaber, Albert. History of English, Parts 3 and 4: Old English to Early Modern. Language Curriculum V and VI, Teacher and Student Versions. EDRS Price: MF-$0.50 HC-$3.12. 76pp.

The development of English from Anglo-Saxon through the language of Chaucer to that of Shakespeare is the subject of this unit for 11th- or 12th-graders. Those historical events and conditions which have had a direct effect on the language of English-speaking peoples are examined, along with the major internal changes in English which took place slowly over a period of centuries. Developments in Old and Middle English spelling, phonology, grammar, and vocabulary are explained. The final chapter introduces the methods of comparative philology which make it possible to establish the relationships and geneologies of languages and to reconstruct likely pre-written forms, The student version includes explanations of material, exercises, and study and discussion questions. The teacher version provides background explanatory material and suggestions for teaching procedures and supplementary reading.

OREGON MATERIALS TO BE PUBLISHED BY HOLT, RINEHART, AND WINSTON

The entire seventh and eighth grade curriculum will be available from Holt, Rinehart, and Winston in September 1968. The price for the language/rhetoric volumes is $4.64; the literature volumes are $5.36. The publication schedule for the rest of the series is: January 1969--ninth and tenth grade; January 1970--eleventh and twelfth grade. Prices are not yet available for these volumes.

Persons interested in obtaining further information may write: Holt, Rinehart, and Winston, Inc.; School Department; 383 Madison Avenue; New York, N. Y. 10017.

PURDUE UNIVERSITY

Arnold Lazarus, Director

217. ED 017 486

Lazarus, Arnold. An Integrated Curriculum in Literature, Language, and Composition for Junior High Schools: Project English at Purdue. Final Report. 1967. Document not available from EDRS.

Project English at Purdue produced 14 "opus-centered" units integrating studies of literature, language, and composition. Field testing in reading, writing, speaking, listening, and reasoning involved over 1800 Indiana, Kentucky, and Ohio seventh-graders ranging in IQ from 80 to 130, from all ability levels except readers retarded more than three years below grade. Measurements included pre- and post-tests on each unit, Sequential Tests of Educational Progress (STEP) tests in reading and writing, and six interpretive-expository essays. The Purdue English staff rated 5400 essays each year on a 20-point scale, and results of 1965-66 were replicated in 1966-67, showing steady pupil progress on the first four papers, with gains maintained on the fifth and sixth papers. Pupils from high, low, and middle socioeconomic groups performed alike. Results of other tests were also positive except for the STEP tests in writing mechanics on which experimental groups did no better or worse than control groups. The 10 most successful and popular units among pupils and teachers (in order of difficulty from low to high) were Aesop, Visit to a Small Planet, Diary of a Young Girl, Hiroshima, Treasure Island, The Yearling, Evangeline, The Book of Esther, A Midsummer Night's Dream, and The Odyssey. (This report may be obtained from Mr. Floyd D. Frazier, University Editor's Office, Bldg. D, South Campus Courts Purdue University, Lafayette, Indiana, $1.00.)

For information on the units produced at the Purdue Center, write:

R. L. Davis
Associate Director
Division of Sponsored Programs
Purdue Research Foundation
Lafayette, Indiana 47907

SYRACUSE UNIVERSITY

William D. Sheldon and Margaret J. Early, Directors

218. Teaching Reading in Secondary Schools: A Series of Ten 16 mm. Films

The films and manuals which comprise this in-service program were produced in 1966 at the Jamesville-DeWitt Junior-Senior High School Demonstration Center. They were created as the core of a methods course for teachers in schools which have little or no access to university methods courses and are designed to help teachers in all subject fields develop reading skills as part of their regular instruction. Titles and purchase prices for the films follow.

FILM ONE: ORGANIZING THE READING PROGRAM
Procedures are suggested for initiating secondary reading programs. A survey of needs, personnel required, alternative programs, and answers to typical questions are explored. (22 min., $115)

FILM TWO: ANALYZING READING ACHIEVEMENT
A social studies teacher compares standardized test scores with results from an informal test of reading skills related to her subject. She then plans instruction which takes into account her students' reading abilities. (20 min., $110)

FILM THREE: THE HANDICAPPED READER
Are poor readers deficient in specific skills or lacking in general ability? This film shows details in the diagnosis of two students and then looks at ways of meeting their needs. (21 min., $110)

FILM FOUR: VOCABULARY DEVELOPMENT
What can teachers do to help students improve their reading vocabulary? Instructional techniques are suggested in this film and teachers are shown applying them in various subject areas. (19 min., $100)

FILM FIVE: DEVELOPING COMPREHENSION SKILLS
A reading teacher demonstrates one way of teaching how to read for main ideas. Then a history teacher helps students to apply a similar technique in reading their assigned text. (12 min., $65)

FILM SIX: READING TO REMEMBER
The study techniques of good students are examined, and teaching procedures for developing study skills are illustrated. (18 min., $90)

FILM SEVEN: THE LIBRARY AND THE READING PROGRAM
This film shows how the library and librarian contribute to an all-school reading program. However, the emphasis is on ways in which teachers develop research skills and use of the library. (19 min., $100)

FILM EIGHT: DEVELOPING SKILLS FOR READING LITERATURE
Specific skills needed for reading imaginative literature are shown being developed in brief excerpts from lessons at various grade levels. (18 min., $75)

FILM NINE: EFFICIENT READING

This film examines various pressure devices aimed at increasing rate of reading and debates their use in advanced reading classes.
(11 min., $60)

FILM TEN: REPORT FROM THE READING COORDINATOR

This film recapitulates the role of the coordinator and shows how various staff members contribute to a whole-school program.
(18 min., $75)

Also available for the 10-film series is a set of 10 detailed training manuals designed to be used in offering a complete in-service reading program with minimal outside guidance. This may be purchased for $6.85 (free set sent with each 10-film series purchase). The guide for each film follows the basic format of (1) preview, (2) presentation, (3) interpretation, (4) application, and (5) review. The guides provide background information extending the ideas presented in the film and contain discussion guides and suggestions for adapting teaching practices to particular classroom needs. The 10 films plus the 10 teaching manuals comprise the complete "curriculum package" which can be purchased at a $100 discount for $800. Films #1 and #10 (for organizing personnel) can be purchased at a discount for $170; Films #2 and #3 (for diagnosing handicaps) for $200; and Films #4, #5, and #6 (for basic skills) for $230. If a film is purchased or rented singly, apart from the "curriculum package," a brief description of its content is provided with suggestions for previewing and post-viewing discussion and follow-up in the classroom.

For further information on film rental, sale, or preview prints write:

Marketing Division
Film Rental Library
1455 East Colvin Street
Syracuse, N. Y. 13210

(No preview prints are available for rental purposes.)

TUSKEGEE INSTITUTE

G. T. Dowdy, Director

219. ED 010 123

Pinnock, Theo. J., and others. Results of an Exploratory Study of Functional Illiterates in Macon County, Alabama. 1966. EDRS Price: MF-$0.75 HC-$7.84. 196pp.

An exploratory study on various aspects of functional illiteracy and an experimental instructional program were conducted in Macon County, Alabama. The sample selection consisted of approximately 650 Negro and 10 white illiterates from a southern community. Data were gathered through interviews, questionnaires, tests, and rating techniques. Data were analyzed on personal variables, educational background, educational aspirations, economic status, and community involvement and participation. Some of the more general findings were: (1) 96 percent of the subjects had completed only the eighth grade or less, (2) reasons for illiteracy were many and varied, and (3) two of the major problems were found to be the indifferent attitude of the state toward illiterate Negroes and Caucasians and a communication breakdown between the races. The teaching and testing experiments indicated enthusiastic participation by the subjects. The subject matter offered appeared to meet their needs. The recommendations suggested means to ameliorate problems and provide opportunities for illiterate persons.

WESTERN MICHIGAN UNIVERSITY

William P. Viall, Director

220. ED 014 479

Viall, William P., and others. English Teacher Preparation Study: Guidelines for the Preparation of Teachers of English. 1967. Document not available from EDRS.

Guidelines for the preparation of teachers of English in both the elementary and secondary schools were formulated from the English Teacher Preparation Study, conducted jointly by the National Association of State Directors of Teacher Education and Certification, the National Council of Teachers of English, and the Modern Language Association. Not intended as rules for certification, the guidelines attempt to identify and emphasize the teacher competence that should be developed by a satisfactory program in English teacher preparation. This preparation should include (1) a balanced study of language, literature, and composition above the level of freshman English, (2) supervised English teaching and instruction in English methods, including the teaching of reading, and (3) a fifth year of study, largely in English and English education courses. The undergraduate preparation of the secondary teacher should constitute a major in English. In addition, the teacher of English on any level should have (1) personal qualities which will contribute to his success as a classroom teacher, (2) a broad background in the liberal arts and sciences, (3) skill in listening, speaking, reading, and writing, and (4) an understanding of a wide body of literature, of the nature of language and rhetoric, and of the relationship of child and adolescent development to the teaching of English. (This document appeared in College English, vol. 29 [October 1967]; English Journal, vol. 56 [September 1967]; and Elementary English, vol. 44 [October 1967].) Available (in quantity only) from NCTE, Stock No. 09056, 10 copies/$2.00.

221. ED 014 478

Viall, William P. English Teacher Preparation Study: Guidelines for the Preparation of Teachers of English. Final Report. 1967. EDRS Price: MF-$0.25 HC-$2.08. 52pp.

Purposes, methods, and implications in formulating guidelines for the preparation of teachers of English at any level are reported (see pp. 1-9). Although the guidelines are not included, an indication of how and by whom they can best be utilized is given. A listing of persons known to have participated in the study comprises the major portion (30 pages) of the report. A review of this study and the guidelines themselves are published in College English, vol. 29 (October 1967); English Journal, vol. 56 (September 1967); and Elementary English, vol. 44 (October 1967).

222. ED (See Nov. 68 RIE) TE 000 535

English Teacher Preparation Study, Guidelines for the Preparation of Teachers of English: An Exposition. 1968. Document not available from EDRS.

The first four articles in this collection discuss the importance of the study which developed the Guidelines for the Preparation of Teachers of

English and explain the use of the guidelines. Following articles evaluate the teacher's role as a professional, review the history of the preparation of teachers of English, and summarize the history of the English Teacher Preparation Study. The six guidelines with their numerous detailed subheadings--an attempt by the English profession to describe the standards it believes are required for English teaching--are then presented. Concluding articles contain nine short "classic" statements on teacher preparation in English and describe the elementary and secondary school certification requirements for teaching English in each of the 50 states. This pamphlet, a reprint from English Journal, vol. 57 (April 1968), is available for $1.00 (Stock No. 18858) from NCTE.

WESTERN RESERVE UNIVERSITY--EUCLID JUNIOR HIGH SCHOOL

Charles C. Rogers, Director*

223. ED 016 877

A Comprehensive Program in English for the 7th, 8th, and 9th Grade: Literature, Language, Composition, for Honors Students and Average Students. Part 2, Constructing Achievement Tests During a Summer Workshop for Partial Evaluation of a Project English Demonstration Center. 1968. EDRS Price: MF-$0.75 HC-$6.48. 160pp.

This final report of the Euclid English Demonstration Center describes the creation of a junior high school English program in literature, language, and composition. Part 1 of the report discusses (1) the production and demonstration of 31 thematically developed teaching units, (2) a series of short, concept-centered conferences to educate teachers interested in or using the curriculum materials, (3) the dissemination of in-service training materials in remedial instruction and linguistics, (4) extension work with students in English methods classes, (5) the testing of three groups of ninth-grade students to determine their ability to transfer skills used in literary investigation, and (6) the evaluation of the curriculum and of Demonstration Center activities. Part 2 discusses the construction of standardized English-skills achievement tests to be administered to experimental and control groups of students. Appendices contain an introduction to the curriculum for honors, average, and remedial students, three sample units from the curriculum test item statistics, and tables analyzing the variance of skills in test scores.

224. ED 017 497

Euclid in Retrospect: 1967 Conference Bulletin. EDRS Price: MF-$0.25 HC-$2.32. 56pp.

A Project English grant in 1962 established the Euclid English Demonstration Center (EEDC) to develop and make available on a national basis a model English curriculum. The six papers of this EEDC final report focus on the work of the Center but also assess and comment more broadly upon many of the problems of English teaching today. "Perspectives on the Euclid Central Curriculum" by Bernard McCabe indicates the value of a structured, written curriculum and presents perspectives on the "new" English curriculum work developing throughout the country. "Innovations at Euclid" by William Evans explains how the Euclid curriculum is playing a part in the new English experimentation and suggests directions for future concern. "New Approaches to the Teaching of Composition" by Michael Shugrue states the importance of new curricular developments like those at Nebraska and Northwestern. George Hillocks' "The Art of Noble Hypocrisy: Discovery in the Classroom" describes inductive methodology as central to the Euclid philosophy. "In-Service Training: Some Suggestions and Problems" by Michael Flanigan outlines six kinds of in-service meetings which can contribute to the teacher's continuing educational development. "Ninth Grade Reluctant Learner Classes" by Charles Rogers details important lessons learned from working with reluctant learners. Copies are also available from Charles C. Rogers.

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*Documents available from Charles C. Rogers may be ordered at the following address:

Charles C. Rogers
Project Upgrade
School District of Aiken County
P. O. Box 771
Aiken, South Carolina 29801

225. ED 017 490
An Introduction to a Curriculum. EDRS Price: MF-$0.25 HC-$1.80. 43pp.

This collection of papers serves as an introduction to the Euclid English Demonstration Center's junior high school curriculum. In addition to a brief overview of the program and outlines of the average and honors curricula, the following papers are included: (1) "The Theme-Concept Unit in Literature," (2) "Approaches to Meaning: A Basis for a Curriculum in Literature," (3) "A Curriculum in Literature and Composition for Average Students in Grades Seven, Eight, and Nine," (4) "A Unit on the Outcast," (5) "A Curriculum in Literature and Composition for Junior High Honors Students," (6) "A Remedial Program for Junior High School Students," (7) "Some Approaches to Composition," (8) "Semantics and the Junior High Curriculum," and (9) "The Language Program." A limited number of copies are available, $.50 each, from Charles C. Rogers.

226. ED 017 491
Structure and Teaching: Building the English Curriculum. EDRS Price: MF-$1.00 HC-$10.48. 260pp.

This guide for grades 7, 8, and 9 is introduced by two papers--"Approaches to Meaning: A Basis for a Curriculum in Literature" and "The Theme-Concept Unit in Literature," both by George Hillocks--which describe the building of a curriculum in English upon the structure and principles developed by the Euclid English Demonstration Center. The process of constructing a teaching unit is explained, and the following units are included: (1) Allegory and Symbolism (grade 8 honors), (2) Animal Stories (grade 7 average), (3) The Outcast (grade 9 average), (4) Survival (grade 9 average), (5) Protest (grade 9 average), and (6) Allegory and Symbolism (grade 7 honors). Individual papers on the first four units are provided and units contain overviews, bibliographies, and lesson plans which suggest teaching procedures, exercises, and study guides. These six units (limited supply) are available at $.50 per unit from Charles C. Rogers.

227. ED 017 492
Concepts of Man: A Curriculum for Average Students. EDRS Price: MF-$1.25 HC-$11.68. 290pp.

This English guide for average students in grades 7, 8, and 9 contains a rationale for structuring a literature curriculum as well as specific teaching units designed to develop the students' perception of various concepts of man and to teach them to independently analyze literature. Units are (1) "Man and His Physical Environment," grade 7, (2) "Justice," grade 7, (3) "Courage," two grade 7 units (average and honors), (4) "Coming of Age," grade 8, (5) "Characterization," grade 8, and (6) "Man and Culture," grade 9. Each unit contains (1) a brief overview, (2) specific lesson plans (including inductive questions, language exercises, and creative writing assignments based on required reading materials), (3) study guides that students are encouraged to use in small-group discussions, and (4) bibliographies of poems, plays, prose selections, audiovisual materials, and workbooks. These seven units are also available (limited supply) at $.50 per unit from Charles C. Rogers.

228. ED 017 493
Approaches to Literature: A Curriculum for Honor Students. EDRS Price: MF-$1.25 HC-$12.60. 313pp.

This literature guide for teaching honors students in junior high school is based on the premise that gifted students are different in kind as well as degree from average students and that an honors curriculum should be organized around their special needs. A discussion of the psychology of the gifted child is presented to suggest that a child's "giftedness" can best be developed in small discussion groups whose purpose is to understand concepts and analyze literature independently of the teacher. A variety of types of student compositions are also included to illustrate the results possible from such a program. Units contained in this guide are (1) "Man's Uses of Power," grade 8, (2) "Satire," grades 8 and 9, (3) "Symbolism," grade 9 (honors and average), and (4) three units for grade 9 designed to teach comparative techniques--"The Mythic Hero," "The Epic Hero," and "The Tragic Hero." Each unit contains (1) an overview, (2) specific lesson plans (including inductive questions, language exercises, and creative writing assignments based on required reading materials), (3) study guides for students, and (4) bibliographies of poems, plays, short stories, prose selections, audiovisual materials, and workbooks. These eight units (limited supply) are available at $.50 per unit from Charles C. Rogers.

229. ED 017 494
Reading and Writing: The Remedial Program. EDRS Price: MF-$0.25 HC-$2.20. 53pp.

The papers in this collection explain the junior high school remedial program in reading and writing developed by the Euclid English Demonstration Center. They are (1) "Remedial Classes and the Total English Program," by George Hillocks, (2) "Definition, Origin, and Treatment of Underachievement," by Jane W. Kessler, (3) "Reading Skills in Junior High School," by Esther J. McConihe, (4) "Diagnosing Reading Problems," by Richard Shanahan, (5) "The Remedial Reading Class in the Junior High School," by Sara Freeman, (6) "Organizing an Inexpensive Program in Remedial Reading," by John Ingersoll,

(7) "Remedial Composition," by James F. McCampbell, and (8) "A Program for Teaching Composition to Pupils of Limited Academic Ability," by Bernard McCabe. This collection of papers is also available for $.50 (limited supply) from Charles C. Rogers.

230. ED 017 495
The English Language: The Linguistic Approach. EDRS Price: MF-$1.00 HC-$10.12. 251pp.

This guide for grades 7, 8, and 9 begins with a collection of papers explaining the linguistic approach to the teaching of language: (1) "The Classroom Teacher and Linguistic Eclecticism" by A. Hood Roberts, (2) "Some Notes on Linguistics and the Teaching of English" by Joseph H. Friend, (3) "A Unit of Dialects" by James F. McCampbell, and (4) "Teaching Syntax" by George Hillocks. Units which follow are: (1) Dialects, (2) Syntax, (3) Change in the English Language (for the grade 9 average curriculum), (4) Form Classes (Morphology), (5) Definition and Etymology (for the grade 7 average curriculum), and (6) three units on semantics for grades 7, 8, and 9. Lessons in units contain objectives, suggested teaching procedures, bibliographies for teachers, exercises, and study guides. These eight units are available (limited supply) at $.50 per unit from Charles C. Rogers.

231. ED 017 496
English Writing: Approaches to Composition. EDRS Price: MF-$0.25 HC-$2.20. 53pp.

This collection of papers by staff members of the Euclid English Demonstration Center focuses on approaches to the teaching of composition in the junior high school. The papers are (1) "Literature and Composition," by James F. McCampbell, (2) "Composing: Epiphany and Detail," by Joseph Dyess, (3) "The Language Composition Act," by Lester E. Angene, (4) "An Approach to Creativity in Poetry," by Jack L. Granfield, and (5) "Values of Student Publications," by George Hillocks. Appended is a part of the ninth-grade average curriculum, a unit on the newspaper designed to prepare students to write, edit, organize, and publish an issue of the school newspaper. Lessons in the unit include objectives, suggested teaching procedures, exercises, and study guides. This collection of papers ($.50) and the newspaper unit ($.50) are available (limited supply) from Charles C. Rogers.

UNIVERSITY OF WISCONSIN

Robert C. Pooley, Director

232. ED (See Sept. 68 RIE) TE 000 335

Pooley, Robert C., dir. English Language Arts in Wisconsin: A Sequential Growth Curriculum in English Language Arts for the Kindergarten Through Grade Twelve. 1968. EDRS Price: MF-$1.75 HC not available from EDRS. 457pp.

This curriculum guide presents, in revised and corrected form, three guides published earlier as experimental editions: Teaching Literature in Wisconsin (1965), Teaching Speaking and Writing in Wisconsin (1966), and Teaching the English Language in Wisconsin (1967). Three main divisions of the guide present the literature, speaking and writing, and language programs, each of which contains sections for the primary, intermediate, and junior and senior high levels. Elementary and secondary level bibliographies are included for each subject division, and an introduction and teaching illustrations are provided for each grade-level section. The literature division contains basic and collateral reading lists for each of the four grade levels and materials concerning the use of the library in the teaching of literature. The division devoted to speaking and writing includes discussions of mechanics and of speech and writing development for the primary and intermediate levels. Sections for the junior and senior high levels include discussions of speech in the language arts, the development of written expression, spelling and mechanics, and student and teacher evaluation of written expression. In presenting the language program, the guide provides discussions of concepts, the development of a classroom dialect, language patterns, vocabulary, and semantics for the elementary levels. The junior high language section also deals with language origin and grammar and includes materials of special interest at this level. The senior high section adds usage, dialect study, the historical development of English, and materials of special interest. (This document is available for $1.75 from Publication Order Division, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.)

233. ED 017 485

Wood, Susan. An Evaluation of Published English Tests. 1967. EDRS Price: MF-$0.50 HC-$3.44. 84pp.

This study describes, analyzes, and evaluates 16 standardized English tests of usage and composition. The tests chosen were those frequently used throughout Wisconsin, exclusive of tests designed for college-preparatory students and tests of reading ability, speech, and literature. Although many of the tests evaluated are restricted to English skills, some are language sub-tests of multi-subject achievement batteries. Those evaluated are: (1) the Barrett-Ryan-Schrammel English Test, New Edition, (2) California Language Test, (3) Cooperative English Tests, 1960 Revision, (4) Differential Aptitude Tests, (5) Essentials of English Tests, Revised Edition, (6) Greene-Stapp Language Abilities Test, (7) Iowa Tests of Basic

Skills, (8) Iowa Tests of Educational Development, (9) Metropolitan Achievement Tests, (10) Objective Test in Grammar, (11) Purdue High School English Test, (12) Cooperative School and College Ability Tests, (13) Science Research Associates (SRA) Achievement Series--Language Arts, (14) SRA High School Placement Test, (15) Sequential Tests of Educational Progress, and (16) Stanford Achievement Test, 1964 Revision. Each test is discussed under four heads: General Information, Use in Wisconsin, Teacher Evaluations, and Published Reviews. Also included are some conclusions about the adequacy of standardized English tests in general and the process of test selection, a list of six tests found useful in Wisconsin, and a list of test publishers. This bulletin is available from the Publications Order Division, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702, $.75.

MATERIALS AVAILABLE FROM THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH*

General Essays and Studies

8. New Materials for the Teaching of English: The English Program of the USOE. Stock No. 03908, $.50.

9. The Conclusion of the Initial Phase: The English Program of the USOE. Stock No. 01152, $.50.

10. Curriculum Development and Evaluation in English and Social Studies. Stock No. 01303, $1.50.

Project English Curriculum Studies: A Progress Report. Iowa English Yearbook, Fall 1964. Stock No. 04202, $1.50.

This report, which comprises approximately 30 pages of the Iowa English Yearbook, contains reports on the eleven Curriculum Study Centers in operation in 1964: Oregon; Carnegie; Teachers College, Columbia; Florida State; Georgia; Hunter; Indiana; Minnesota; Nebraska; Northwestern; and Wisconsin.

Carnegie-Mellon

17. "The Inductive Teaching of English." A reprint from English Journal (February 1966). Stock No. 09109. Available in quantity only, 10 copies for $2.00.

Indiana

55. Teaching the Bible as Literature: A Guide to Selected Biblical Narratives for Secondary Schools. Stock No. 37356, $1.45.

59. On Teaching Literature: Essays for Secondary School Teachers. Stock No. 37409, $1.95.

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*Address orders to Order Department, National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820.

Abstracts and annotations are numbered consecutively throughout the book. These numbers are used instead of page numbers in this appendix and the following index.

Indiana (cont.)

62. Teacher's Guide to High School Speech. Stock No. 51507, $1.75.

63. Teacher's Guide to High School Journalism. Stock No. 48503, $1.50.

Minnesota

67. The Minnesota Project English Center: Selected Materials from the Center for Curriculum Development in English. Stock No. 06656, $2.00.

Nebraska

69. A Curriculum for English: Grade 1. Stock No. 06102, $1.25.

70. A Curriculum for English: Grade 2. Stock No. 06111, $1.25.

71. A Curriculum for English: Grade 3. Stock No. 06120, $1.25.

72. A Curriculum for English: Grade 4. Stock No. 06139, $1.25.

73. A Curriculum for English: Grade 5. Stock No. 06148, $1.25.

74. A Curriculum for English: Grade 6. Stock No. 06157, $1.25.

75. Language Explorations for Elementary Grades. Stock No. 06503, $1.25.

76. Poetry for the Elementary Grades. Stock No. 06807, $1.25.

The Rhetoric of Short Units of the Composition: Grade 10. Stock No. 06905, $1.25. 130pp.

This unit presents a new approach to the rhetoric of narrative and descriptive sentences developed by Francis Christensen.

Nebraska (cont.)

Syntax and the Rhetoric of the Sentence: Grade 9. Stock No. 07101, $.75. 66pp.

This unit introduces both student and teacher to four principal methods of revising the sentence: transformation, relocation, elimination, and expansion.

Northwestern

100. Lessons in Simple Forms of Public Discourse. Stock No. 06601, $1.00. 103pp.

Written for the ninth grade with emphasis on reporting, analysis, and evaluation. Writing forms are short journalistic pieces. Lessons in the writing process are: Unit 9-1, "An Introduction to the Writing Process," and Unit 9-3, "The Journalistic Report."

101. Some Lessons in the Basic Processes of Composition. Stock No. 07003, $1.50. 149pp.

A selection of nine lessons written for grades 7 and 8 but appropriate for beginning writers at any level. Lessons in observation and analysis, which are regarded as processes basic to all writing, and elementary material on audience and on style (sentence development) are included. Designed as the core of a two-year sequence in composition, but, in special circumstances, a selection for a one-year course is possible. Includes "Unit I: Seventh Grade, Classification and Individualization," and "Unit II: Eighth Grade, Reporting Sensory Impressions."

102. Basic Lessons: A Teacher's Experience with Composition. Stock No. 06004, $.50. 53pp.

Prepared for use with fourth-grade students in a Chicago inner-city school. This booklet is the first of three units, which together constitute a year's work in composition.

The above three sample collections of Northwestern materials do not represent an entire curriculum. They are excerpts of the complete programs available from EDRS.

Ohio State

106. The Effect of a Study of Transformational Grammar on the Writing of Ninth and Tenth Graders. Stock No. 14709, $1.00.

Oregon

122-123. Grammaticality and Phrase Structure Rules 1-12. Stock No. 06308, $1.75. 183pp.

This booklet, which includes both the student and teacher manual, comprises the first part of the seventh-grade curriculum in transformational grammar.

125-126. Phrase Structure Rules 13-18. Stock No. 06709, $.75. 69pp.

This booklet, which includes both the student and teacher manual, comprises the second part of the seventh-grade curriculum in transformational grammar.

Western Michigan

220. Guidelines for the Preparation of Teachers of English. Stock No. 09056. Sold in quantity only, 10 copies for $2.00.

222. English Teacher Preparation Study, Guidelines for the Preparation of Teachers of English: An Exposition. Stock No. 18858, $1.00.

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